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ABSTRACT

This resource manual is designed to assist secondary health occupations instructors in implementing their health occupations programs. It contains two types of materials: informational topics and sample forms, letters, memos, and other materials. The manual begins with an overview of the health occupations education program, followed by these seven sections: (1) program organization--information and tools that can be used in organizing the program, such as a teaching calendar, student handbook, and program syllabus; (2) marketing and pre-enrollment--ideas for marketing the programs, enrollment forms, and tips for creating a brochure; (3) orientation--forms instructors need at the beginning of the school year, such as memos to parents, parent consent forms, and tuberculosis test forms; (4) clinical rotations and job shadowing--tools to help make the job shadowing and clinical rotations better and smoother, such as cooperating agreements, hospital tour journal, and evaluation reports; (5) end of the year--forms to prepare students for Certified Nurse Assistant testing, applying for scholarships, and creating resumes, and program evaluation tools; (6) program enhancement--supplemental learning activities, student recognition ideas, and tips for instructors; and (7) resource bank--addresses, telephone numbers, and contacts for resources, including book publishers, educational materials vendors, guest speakers, and health occupations resource agencies. (KC)

ED 404 566

Resource Manual for Health Occupations Education Instructors

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Resource Manual for Health Occupations Education Instructors

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Foreword

The *Resource Manual for Health Occupations Education Instructors* is designed to assist health occupations instructors in implementing their health occupations programs. It contains two types of materials: informational topics and sample forms, letters, memos, etc. Before you use any of the sample materials in this manual, it is important for your school director to approve them. Even the most innocuous material may hold some taboo of which you are unaware. Likewise, all policies developed for your program must be consistent with the policies of your school district.

The samples are presented merely as **suggestions** and **examples** for your consideration. They are meant to spark your creativity. It is likely that you already have similar materials in use. Some samples, such as the Hepatitis B Declination form, may be used as they appear. Others, such as the letter to the counselor, need to be modified for your program's needs. Even though some examples may be used as they are, you still have the flexibility of modifying them.

This manual is divided into seven sections:

Program Organization - This section provides information and tools that can be used in organizing your program in a logical and workable sequence, e.g., teaching calendar, student handbook, and program syllabus.

Marketing and Pre-enrollment - It contains ideas for marketing your program and information and tools that can be used for pre-enrollment activities, e.g., letter to counselor, enrollment interview form, and tips for creating your own brochure .

Orientation - Most of the forms instructors may need at the beginning of the school year, e.g., memo to parents, consent for student participation in clinical rotations, and TB testing authorization are included in this section.

Clinical Rotations and Job Shadowing - Coordinating with health care facilities and organizing job shadowing and clinical rotations are essential for the success of the health occupations program. This section contains tools to help make the job shadowing and clinical rotations experience better and smoother, e.g., cooperating agreement, hospital tour journal, job shadowing written assignment, and health occupations cooperating agency's evaluation report.

End of the Year - This section contains documentation that may be needed at the end of the school year. The forms included in this section prepare students for CNA testing, applying for scholarships, and creating resumes. It also includes tools to evaluate the health occupations program at the end of the school year.

Program Enhancement - This section provides health occupations instructors with enhancements for making the most of their health occupations program. It includes valuable activities to supplement lectures, student recognition ideas, and general tips for instructors.

Resource Bank - The *Resource Bank* section includes addresses, telephone numbers, and contacts for resources that are valuable in teaching health occupations. Resources in this section include book publishers, educational materials vendors, resources for audiovisuals, guest speaker suggestions, and resource agencies for health occupations. This bank serves as a foundation for health occupations instructors to build upon and eventually create individualized resource banks.

More detailed descriptions are included at the beginning of each section.

Health Occupations Education Program Overview

The health occupations program has a long history of preparing entry-level workers for a career in the health care industry (primarily as certified nurse assistants) as well as introducing academic competencies, job skills, and career information as a foundation for continuing education in a health career. Over the past three years, the structure of the program has adopted a new philosophy on how to prepare high school students for entry-level health care jobs and continuing education in a health career.

The first step in this metamorphosis, which began in 1993, was the revision of the competency profile. The original competency profile consisted of nursing assistant competencies and health care assistant competencies. The advisory committee, made up of experienced health occupations instructors across Missouri, recognized that not all students in health occupations wanted to be nurses; therefore, core competencies were identified. These core competencies were identified as common for all students entering a health career and serve as a foundation for more specific skills development in students' chosen occupation area (emphasis area). The students would select an emphasis area (e.g., veterinary field, nursing, pharmacology, physical therapy) in which they learn skills for specific entry-level jobs (e.g., animal care assistant, nurse assistant, pharmacy aide, physical therapist aide) which also serve as a foundation for continuing education in that area. The core competencies combined with an emphasis area competency profile become the entire curriculum for a student. This new concept allows the instructor, parent, and student to individualize the program to the specific interests and career plans of the student.

It was reassuring to the advisory committee that in December 1994, Far West Laboratory published the first draft of the *National Health Care Skill Standards* which recommends Health Care Core Standards. It states, "The industry core is a set of broad standards that serve as a foundation for occupations and functions across the health services. These standards specify the knowledge and skills that the vast majority of health care workers would have."

During the 1995 and 1996 school years, curriculum development has continued to support the needs of instructors trying to implement the concept of a core and emphasis area curriculum. This resource manual as well as the Core curriculum and emphasis area curricula have been developed. The allied health emphasis area curricula have been developed in a student-directed, individualized format rather than in a lecture format. This format enables the instructor to facilitate and coordinate the learning process for several different health careers (emphasis areas) at the same time. Students become more involved in searching out the information and learning to be learners. Students will receive much of their actual skill training through the clinical experiences within their emphasis areas. The advantage now, as opposed to past clinical experiences, is that the curriculum is designed with clinical assignments or activities. With coordination between the health occupations instructor and the clinical supervisor, the clinical supervisor has much more detailed information about the academic component the student is learning and better direction as to what skills the student should be practicing.

Since nursing is a career with which most students are familiar and because a large number of the job openings in health care are in nursing, it is expected that a large percentage of

health occupations students will be interested in the nursing emphasis area. Therefore, the instructor will most likely continue to use the traditional format to teach the balance of the competencies needed to meet the requirements for certification as a nurse assistant.

The health occupations program is usually a one-year, senior-level program for students interested in pursuing a career in a health care field. Students are enrolled in the health occupations program for three hours per day, five days per week. The program is designed to introduce students to the health care delivery system and provide academic foundations in anatomy and physiology, medical terminology, infection control, human growth and development, and communication. In addition, students learn entry-level job skills in the career area of interest.

The *Health Care Assistant Core* curriculum is taught during most of the first semester. Students learn competencies that serve as a foundation for further study in health occupations. Students have the opportunity to explore careers in the health care field, familiarizing them with the roles of workers on the health care team and assisting them in selecting an emphasis area (career area of interest).

Once the core competencies are mastered, students select an emphasis area to study. Emphasis area curriculum begins late in the first semester and continues into the second semester. Second semester includes supervised clinical learning experiences and continued study in their emphasis area of interest. Each student's clinical experience is individualized to meet his or her needs and includes specific hands-on experience in the emphasis area as well as job shadowing experiences to better understand the roles of health team members.

Students who choose the nursing emphasis area should complete the skill competencies in the *Nurse Assistant in a Long-term Care Facility* curriculum (cross-referenced with *Health Care Assistant Core* curriculum) and be offered the opportunity to achieve the 100 hours of on-the-job training and to test to become a certified nurse assistant.

Students who choose an emphasis area outside of nursing may utilize one of the emphasis area curricula designed for use with the Core curriculum. These curricula are designed as self-directed instruction coordinated and facilitated by the health occupations education instructor. Clinical preceptors (instructors) are utilized to facilitate skill development and evaluation. Instructors may develop additional emphasis area instruction as needed based on the individual needs of the student.

More specific instructions for using the allied health emphasis area curricula are included in the instructional strategies section of the instructor's key for each emphasis area curriculum.

Program Organization

Program organizational tools assist in planning the upcoming academic school year. The items included in this section are helpful in organizing your program in a logical and workable sequence so that intentional learning will occur in your classroom.

Planning strategies are important in teaching health occupations. Likewise, awareness of what the school year will be like is equally important for students. All students have the right to be informed. Expectations in the classroom and during clinical learning experiences will equip students to prepare for success. Once informed, students can assume their responsibility for learning. If a student handbook is not used, you need to decide how you will get similar information to your students early in the school year.

In addition to sample forms (e.g., student handbook, student expenses), you will find a brief discussion on Vocational Instructional Management System and Vocational Administrative Management System included in this section.

Advanced planning can be more speculative than descriptive in early development. You can tentatively plan your overall course sequence by developing a teaching calendar that reflects how you intend to progress through the curriculum. We have included a sample teaching calendar for the first 20 days that will exhibit how valuable such a tool can be. You can draft a guest speaker schedule and even develop a tentative field trip schedule. As plans begin to solidify, you can develop a more detailed calendar. Advanced planning removes some "bumps" in the road to a productive academic year for your students.

Teaching Calendar

[Month]				
Monday	Tuesday	Wednesday	Thursday	Friday
Day 1: Lecture Orientation to class Forms Immunizations Class regulations Grading Procedures Travel **Activity:** paragraph,"Why Health Occ". Tour Voc. Bldg., Guest Speaker	**Day 2: Lecture**, "Health Care Facilities," p. 52 **Activity:** Report on Health Care Facility. Guest Speaker: Respiratory Therapy, Film"Careers in Health"	**Day 3: Quiz,** "Health Care Facility" **Lecture:** Introduction to "VICA" (IML) **Activity:** Tour; Blood Flow Lab. & Oncology Lab. Evaluate Guest Speaker	**Day 4: Quiz,** "VICA" **Lecture**: "VICA" cont'd. Health Care Facilities, cont'd. **Activity:** Tour G.I. Lab. Evaluate yesterday's tours	**Day 5: Quiz,** "Health Care Facilities" **Activity:** Guest Speaker: Dietary. Report on Health Care Facility. Report on Current Event
Day 6: Lecture "Insurance TRK", p.57 "VICA" cont'd. **Activity:** Tour X-ray Dept. **Assignment**: Write a report on parent's insurance plan Film: Careers	**Day 7: Lecture** "Insurance" cont'd. "VICA" cont'd. **Activity**: Report on Family Insurance Policy Guest Speaker: Police Depart. **Assignment:** News article for class	**Day 8: Quiz,** "Insurance". **Lecture:** "Organizational Structure" (TRK), p.60 **Activity**: Guest Speaker: Medical Records "Confidentiality" Film - (MVRC)	**Day 9: Quiz** "Organizational Structure". **Lecture:** Trends in Health (TRK) p. 62 **Activity:** Guest Speaker: School of Nursing Current event reports	**Day 10: Lecture ,** "Trends in Health", cont'd. **Activity**: Guest Speaker: School of Nursing Finish news articles. Films: "Health Careers"
Day 11: Quiz "Trends in Health" **Lecture:** Body Mechanics, "Body As A Whole" (IML) "VICA" cont'd. **Activity**: Guest Speaker	**Day 12: Quiz**, "Body Mechanics" **Lecture**: "Safety" (IML) **Activity**: Guest Speaker Film: "VICA"	**Day 13: Quiz,** "Safety' **Lecture:** "Personal Appearance", (TRK) p. 85 **Activity :** Speech Therapy	**Day 14: Quiz,** "Personal Appearance" **Lecture:** "Finish What You Haven't All Week" **Activity**: Guest Speaker: Compassionate Friends News Reports	**Day 15: Activity:** Tour County Family Planning Clinic. **Assignment:** News report for class

Day 16: Quiz, "VICA" **Lecture:** "Microbiology" (IML) "Bones" (IML) **Activity**: Guest Speaker Visit Sheltered Workshop	**Day 17: Quiz**, "Microbiology" **Lecture:** "Communication," (TRK), p. 186 **Activity**: Guest Speaker: U.S. Army Nurse Recruiter **Assignment:** Count the # of hand washings for 24 hours.	**Day 18: Quiz,** "Communications" **Lecture**: "Hand washing" (IML) **Activity:** Practice Hand washing. Report on the 24 hour Hand washing. Guest Speaker: Senior Citizen Nutrition Center	**Day 19: Quiz**, "Practical Test on Hand washing" **Lecture:** "Unoccupied Bed Unit," Nurse Assistant, p. 87. **Activity:** Guest Speaker: Medical Laboratory	**Day 20: Teacher Inservice**

"VICA" - Refers to lessons in the *Missouri VICA Curriculum Guide* from the Instructional Materials Laboratory

(IML) - Refers to lessons in the *Health Care Assistant Core Curriculum* from the Instructional Materials Laboratory

(TRK) - Teachers Resource Kit for Diversified Health Occupations

(MVRC) - Missouri Vocational Resource Center

This blank calender could be used to plan your teaching calender.

[month]						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

A student handbook can be constructed to provide the "rules and regulations" for the program. If a handbook is provided to students, some of the other forms in this section, such as the "Dress Code for Clinical Training," may not be needed. A sample student handbook follows.

Health Occupations Program
Student Handbook

CLASSROOM MANAGEMENT

A. Attendance
   1. Attendance is taken daily. Attendance is very important in this class. Points are included for attendance on each quarterly grade.
   2. Although our school attendance policy allows ten absences, 10 days out of this class, this semester, is comparable to 20 out of another class as we meet for two hours each day.
   3. Two or less absences from this or any other vocational class will entitle you to be included in our outstanding attendance program. Each semester all students with two or less absences will be honored with a continental breakfast. Door prizes and other interesting items will be awarded. The faculty and administration hope this will underscore the importance of good attendance.
   4. Tardies are not acceptable. After two tardies to this class you will receive an 8th hour. Each subsequent tardy will result in another 8th hour.

B. Academic Areas
   1. Homework policy - There will be homework in this class. There will be special projects that are interesting and fun to do. You will be assigned a textbook, and you will be responsible for its maintenance.
   2. Test policy
      a. Tests are given only after thorough review.
      b. Points are deducted if testing is postponed either due to absence or other factors.
      c. Grading follows the board approved scale.
      d. Extra help may be arranged either during class or at times that are convenient for both student and teacher.

CLASS GOALS

A. To become aware of the many areas of service in the health care field
   1. To learn the educational requirements, the salaries, and the employment market in these various areas
   2. Make a career choice (even if this choice is only a preliminary one, or a stepping stone to another goal)

B. To prepare certain students for testing in the Certified Nurse Aide program of Missouri. This is achieved through classroom hours and clinical experience in area nursing facilities.

C. To prepare others in an area of health care in which the student has displayed an aptitude and interest.
D. To assist students in selecting a school or facility in which to continue their education.
E. To assist students in applying for scholarships.

CLASSROOM ACTIVITIES

A. Vocational Student Organizations
   1. All students are encouraged to join a vocational student organization as it is a part of the overall curriculum and will be a percentage of your grade.
   2. The club will be organized with a slate of officers and representatives from each class. Meetings will be held the third Tuesday of each month, usually at 7:00 p.m. Some class time will be spent working on professional development, as directed by the VICA curriculum. The chapter will also hold social activities.
   3. Participation in fund-raising activities is required to earn money for vocational student organization activities, class projects, and some supplies.

B. Field Trips
   1. There are no confirmed dates for field trips at this time; however, field trips will include tours of local and area hospitals.
   2. Other field trips may be planned during the year. Participation on these trips may not be required but those related directly to instruction are required. Each student will be informed of the required field trips as plans are finalized.
   3. Appropriate dress and behavior will be discussed prior to each field trip.

C. Clinical Rotation
   1. All students will be rotated through various clinical areas throughout the community for job shadowing experience, such as the ones listed below.
      Hospitals
      Physician's offices
      Dentist's offices
      Day care centers
      Rehabilitation centers
      Long-term care facilities
   2. After the job shadowing experience, you will choose an emphasis area. An attempt will be made on behalf of the vocational staff and clinical sites to place each student in the area of his or her interest.

3. A certificate, issued by the vocational school at the close of the program, will denote the emphasis area and the hours of clinical experience.

   This is very helpful in preparing a resume and in applying for various positions or professional programs.

4. Each student is required to have a class uniform. Uniforms are worn when participating in the job shadowing and clinical rotation components of the course. Uniforms consist of purple scrubs (tops and bottoms), white shoes, and white socks. Scrubs are available at the local uniform shop for $24.00.

EXPECTATIONS AND REQUIREMENTS FOR STUDENTS

This class is to prepare you for a profession. You will be expected to follow the professional standards of conduct that are presented in class because you are preparing to become a health care provider. You will be working with, and perhaps responsible for, the life and welfare of other people. Professional attitudes and work habits developed now are essential to your success in the workforce.

A. Attitude

Many of you go to school and never know why. Very simply, it is your job. Even though you do not receive a salary, you are receiving training and forming thinking patterns that will determine who you are and how successful you may be at reaching goals. You are preparing for the future successes or failures you will have in life. Your grades will reflect how well you work. I will help you develop the potential of your mind. But you must do your part!

B. Set Goals

It is important to establish reasonable goals to work toward. If you can decide you want to achieve a certain grade, then work toward that goal. As a guideline, aim for the next higher level than you accomplished as an average last year. If you have problems with the materials presented in class, I am here to help. Failure to do homework or read assignments are problems that only you can solve. You will need to budget your time so that you can complete all assigned work. Every assignment will be structured to accomplish a specific goal. All homework and assignments must be completed.

C. Concentrate

Concentration is important! When you are in this class, your time is to be dedicated to **THIS** class. Make yourself pay attention. Don't visit with one another or do other activities when the instructor or guest speaker is talking.

D. Establish a Schedule

Manage your time. It is proven that people can always find time to do what they want to do. If you work in addition to being a student, you will need to make adjustments to allow for homework. Your most important job at this time should be your schoolwork.

E. Cooperate

Cooperation means working together with your teacher, counselor, administration, and fellow students. Be considerate of the needs of others. For example, take notes for a friend who is absent. It takes all of us cooperating together to form an effective team.

F. Standards for Written Work

1. All papers handed in must be on 8½ x 11 paper and written in blue or black pen. Typed papers are also accepted and welcomed.
2. All written work must meet the following standards:
   a. Include name, class, period, and date in top right-hand corner of paper.
   b. Name and page number on all additional pages must appear in right-hand corner.
   c. Write legibly and neatly. Correction of errors should be neatly done.
   d. Use proper grammar and spelling. Excessive errors will require rewriting the assignment.
   e. No graffiti is accepted on any work.

You will need to modify the following sample syllabus to fit your needs. Grading procedures depend on how you determine grades and local standards.

Health Occupations Program
Syllabus

Purpose: The Health Occupations Program is designed to assist students in selecting a health career path, to provide a core foundation of knowledge and skills common to all health careers, and to master entry-level skills in the career of choice.

Objectives

A. Explain the interrelationships and the opportunities for careers in health occupations.

B. Perform, on-the-job, the basic entry-level skills of a [emphasis area] in one or more of the health occupations.

C. Describe the technical information needed to make judgments in performing emphasis area duties.

D. Identify the physical, emotional, and spiritual needs of families and clients.

E. Meet the physical, emotional, and spiritual needs of families and clients on an assistant or aide level.

F. Exhibit behavior which indicates an attitude of respect for clients, coworkers, and fellow citizens.

Units of Instruction

A. Health Care Assistant Core

1. The Health Care Delivery System
2. Communication and Observation Skills
3. Safety
4. Concepts of Microbiology
5. Anatomy and Physiology
6. Life Stages

B. Emphasis Area

The emphasis area will begin toward the end of first semester or at the beginning of the second semester.

Emphasis Area Options:

- Nursing
- Physical Therapist Aide
- Radiology Aide
- Activities Director
- Pharmacy Aide
- Administrative Medical Assistant
- Dental Aide
- Animal Care Assistant

Grading Procedure

First Quarter:

Quizzes and Homework	25%
Written Evaluations	25%
Performance Evaluations	25%
Attendance and/or Daily Grade	25%

Second Quarter:

Quizzes and Homework	25%
Written Evaluations	25%
Performance Evaluations	25%
Attendance and/or Daily Grade	25%

Third Quarter:

Tests, Quizzes and Homework	25%
Performance Evaluations	50%
Daily Grade	25%

Fourth Quarter:

Tests, Quizzes and Homework	25%
Performance Evaluations	50%
Daily Grade	25%

A schedule can provide students with an overview of what will be occurring during the school year. One sample follows.

Health Occupations Program Schedule

Weeks 1 - 10

AM PM	
Periods 1 and 5	Lecture
Periods 2 and 6	Classroom activities or lab
Periods 3 and 4	Guest speakers and projects

Weeks 11-18

2 Days/week	Career exploration--rotate through various sites and departments (job shadowing)
3 Days/week	Continue lecture on Core curriculum

Weeks 19 - 36

3 Days/week	Clinical rotations
2 Days/week	Lecture and/or classroom activities Special projects

Community Projects May Include

Holiday Parties
Blood Mobile
Hearing and Vision Screening
Babysitting: Parents as First Teachers
Special Olympics
Assisting at WIC
Kids on the Block Puppets
Adopt a Grandparent
Library Week Project
Dental Projects
Students Teaching Students
Blood Pressure Checks
DARE
Assist Activity Directors
Community Health Fair
Child Development Screening

Class Trips May Include

Family Planning Center
Fulton Mental Hospital
Shriner's Hospital
Funeral Home
County Family Services
Children's Mercy Hospital
Outpatient Clinic
Pregnancy Assistance
University Hospital

Depending on the policy at your school district, an expense form may need to be signed to indicate the types of expenses in the program. One example follows. If you have questions regarding the hepatitis B vaccine, call the health occupations supervisor at DESE. A letter is on file from the Missouri Department of Health stating, "students involved in occupational programs that may put them at risk are eligible for a free vaccine."

Health Occupations Program
Student Expenses

These are the expenses you will have during the year. We have permission to have a fund-raising activity. The fund-raising activity will help defray expenses of those who participate. The key word is "participate." If you choose not to participate in the fund-raising, that is your decision. You will have to carry your share of the responsibility. Accurate records will be kept of each student's contributions.

	YOU PROVIDE			MAY PURCHASE THROUGH FUND-RAISING	
★	Notebook	5.00	❑	Uniform (2)	80.00
★	Student workbook	48.00	❑	Name pin	3.50
❑	Watch with second hand	20.00	#	Certification	24.00
❑	Shoes (white nurses)	40.00	#	CNA pin (optional)	3.50
❑	White panty hose/socks	6.00	#	NA pin (optional)	4.50
★	Vocational student organization dues	10.00			
	Totals	$129.00			$115.50

Key:

★ Will need within a week
❑ Will need two weeks prior to job shadowing
Will need by May 3, 1997

The approved uniforms will be ordered through the school. If you have chosen to pay for them yourself, your money must be in by Thanksgiving instead of by January 12 as noted above.

Hepatitis vaccine--The vaccine will be offered free of charge to individuals 18 and under by the Department of Health. Individuals over 18 will need to cover the expense of the hepatitis vaccine, which is approximately $150.00

I have read the above and I am aware of the expenses.

_____ _____

Parent/Guardian Signature Date

_____ _____

Student Signature Date

A detailed supply list, as shown below, could be used in conjunction with the previous student expense form. One could combine the two forms to provide detailed supply information as well as the cost of each item.

Health Occupations Program
School Supplies

Due to the nature of this course, a few special supplies will be needed. In an effort to keep expenses down, these will be kept to the minimum. Not everything is needed right away, but having the list now can help you to plan ahead.

By **MONDAY** of next week you should have:

Two (2), three-ring binders, 2 inches in width. A "D-ring" binder is easier to work with but it is not mandatory.

Two weeks prior to job shadowing, you should have:

A wrist watch with a sweep second hand. A digital watch is not appropriate at this skill level. You might prefer to have a water-resistant or water-proof watch, but it is not mandatory.

A pair of all white athletic shoes. They do not have to be new but they must be as clean as new. They should be used only for clinical learning experiences and not worn to school during the weeks we are not in clinical, so that they will remain as clean as possible.

A final decision has not been made regarding uniforms for clinical days. You will be notified with plenty of time to prepare. There will not be a major expense involved. We will definitely **NOT** be wearing lab coats or all white uniforms. Royal blue cobbler's aprons will be loaned to you by the school. The student will be responsible for laundering and ironing them on a frequent basis.

A name tag will be ordered for you later in the first semester. The cost will be less than $5.

Other expenses.

At the end of the year, you may have the opportunity to become certified in CPR and First Aid. To receive an optional certification card, a minimal fee may be charged by the certifying agency.

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Depending on your situation, the dress code for job shadowing and clinical rotation may need to be thoroughly spelled out as in the following example.

Health Occupations Program
Dress Code For Job Shadowing and Clinical Rotations

Part of becoming a health care worker is looking like a health care worker. When students are gaining clinical experience during field training, we will follow these dress guidelines:

1. Name tags will be ordered through the school. The charge to students will be less than $5. Name tags must be worn at all times during field training.

2. Students will provide their own watches. A second hand is preferred; however, a digital watch with a stop watch function is acceptable. Since the watch is likely to get wet, water resistance is suggested.

3. Blue aprons will be provided by the school. It is the student's responsibility to maintain the apron. It should be clean and free of wrinkles every day.

4. Hair should be styled so that it will not fall forward onto the client. It should be pinned or secured with conservatively styled clips, bands, or barrettes.

5. Jewelry should be kept to a minimum to assure your safety and professional appearance. A watch and wedding ring are acceptable. Necklaces should be worn under the shirt so they cannot be touched by the client. Bracelets are not allowed. Earrings should be small, conservative posts. Clip on, hoop, and dangling earrings are unprofessional and unsafe. You are responsible for the security of your jewelry.

6. Shoes can be either solid white athletic shoes or nurses' shoes. Canvas shoes are not acceptable.

7. Students will provide their own white uniform pants or skirts that have been approved by the instructor. Males may wear white denim pants or uniform pants. Leggings and stirrup pants are not allowed. Skirts or culottes must be at the knee to calf length. These are available at uniform shops, many clothing stores and catalogues. Tops should be a solid color that does not clash with the blue apron. Sleeves should be either short or should push up to elbow length.

8. Undergarments should be solid white or flesh color so that they will not show through white uniforms.

9. Perfume or cologne of any kind should not be worn when working with clients as they may cause allergic or other reactions in some clients.

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A written guideline for term papers helps the student understand what is expected for the specific project. This could be included with the course syllabus.

Health Occupations Program
Term Paper Guide

TOPIC: [Health-related subject]

PAPER MUST INCLUDE:

- A title page
- Outline
- Footnotes
- Bibliography with at least 5 references
- Correct spelling, grammar, and punctuation
- Content of 5 single-sided, double-spaced, typed pages **OR** 10 single-sided, double-spaced, handwritten pages in ink

DUE: First Monday in May !!!

Note: If you have questions about the term paper requirements, you may come in at any time and talk with your instructor.

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VIMS and VAMS Information

A brief explanation of Vocational Instructional Management System (VIMS) and Vocational Administrative Management System (VAMS) is included in this section. "The VIMS concept is a workable, effective way of organizing vocational education programs so that productivity and accountability are 'built in'. It is not a curriculum or a prescribed way of teaching, but a flexible approach..." (MDESE). VAMS is a second management system that instructors may use to record competency mastery and other records. Both systems are designed to manage competency-based education and are an important component of the program organization section of this resource manual.

Vocational Instructional Management System (VIMS)

Vocational Instructional Management System (VIMS) is a method to organize, teach, and record student progress in an competency-based management model. Three premises characterize a VIMS program:

- Competencies for the course are defined and communicated prior to the delivery of any instructional content.
- Students are able to perform the defined competencies because the planned instruction will enable them to do so.
- Student performance of the competencies is assessed against a written criteria, is monitored, and is reported.

VIMS is a statewide endeavor to implement competency-based vocational education programs. Statewide health occupations instructors and the state health occupations supervisor developed the VIMS duty and tasks (competencies) lists. The *Health Care Assistant Core* curriculum has been correlated and aligned to the competencies identified. The competencies contain not only psychomotor skills but also content knowledge statements that summarize the completion of a meaningful unit of work.

VIMS performance measures are competency specific and criterion referenced. Students know by the objectives whether the evaluation will be performance or knowledge-based. Students can receive the competency lists early in the program to prepare them for the upcoming school year. Another approach could be to distribute the competencies to students in small, meaningful units. Regardless, students are aware of the expectations for the units of instruction.

Competency profiles define the instruction content of your course. They also serve as a record keeping system. You can record each student's performance level, e.g., "mastered," "not mastered," or "in-between." Instructional decisions can be made based on students' performance recorded on the competency profiles.

Vocational Administrative Management System (VAMS)

Vocational Administrative Management System (VAMS) is an instructional management software system. This system can:

1. Document competencies.

2. Calculate competency-specific test scores, maintain competency-specific performance records for each student, and automatically update performance records with students' test results.

3. VAMS can print individual performance reports or group performance reports.

A classroom version of VAMS used by area vocational schools and junior community colleges is called **CVAMS**. CVAMS allows the instructor to monitor the performance of each student, a group of students, and the instructional materials used. CVAMS assists instructors in maintaining and upgrading performance records on the competency profiles.

Instructional Management Software Support

Technical assistance is available for questions related to VIMS and/or VAMS management software.

Diskettes containing state developed competency profiles are available. You do not need to key them into your computer.

The support staff can arrange on-site trouble-shooting/installation visits if their schedules permit.

Group training sessions for software operations are conducted.

Marketing and Pre-enrollment

Marketing is any activity that promotes the health occupations program and vocational education in the community, within the sending schools, and with parents. It also attracts prospective students. As the health occupations instructor, you are the best recruiter for your program. However, you must often depend on others such as the vocational resource educator and counselors to promote your program. Former students make excellent recruiters. They naturally share their excitement about their learning experiences with friends and can be more influential than any other marketing tool. A positive brochure, newspaper articles, activities that provide publicity, activities that get parents and the community into the school, displays, and videos are all example marketing tools.

Public awareness from effective marketing can influence administrators support of your program. Pre-enrollment activities include all efforts to place appropriate students in the health occupations program. Marketing is an integral part of pre-enrollment. Assuring that sending school counselors understand the purpose and scope of the health occupations program is a key to proper placement of students. Encourage administrators to allow you to be involved in student selection by participating in a pre-enrollment interview with prospective students. An interest survey is also a tool to facilitate proper student placement. Open House activities provide the opportunity for student recognition of their progress and promote the program to the community. Fund-raising projects serve to reduce student expenses and also promote community recognition.

Counselors are essential in the placement of students in your program. Maintaining contact with them is critical. It might be appropriate to send a program flyer with this letter.

BEST EVER R-III SCHOOLS
WONDERFUL AREA VOCATIONAL SCHOOL
02B There Street
Wonderful, Missouri 65222

[Date]

[Mr./Ms. School Counselor
Sending School
Somewhere, Missouri]

Dear [Mr./Ms. Counselor:]

I am excited about my program and want to let you know about it. Please pass this information to students interested in a health career.

The program is called "Health Occupations." It is a one-year program for seniors. Students learn about various health professions, what each profession entails, and the background involved (education, cost, schools, etc.). They learn core knowledge and skills common to most health careers including anatomy and physiology, microbiology, communications skills, human growth and development, and vital signs.

During the first semester, the students job shadow with health care workers. Students spend time with different professionals to help them determine if that is an occupation for which they are suited. During the second semester, the students select an emphasis area (nursing, pharmacy, animal care, etc.) and learn technical skills at a clinical site. Students selecting the nursing emphasis area have the opportunity to become certified as nurse assistants.

The program is challenging, and the students learn a valuable vocation as well as a strong foundation for continuing education in a health career. If you have any sophomores or juniors who have indicated an interest in a health career, encourage them to visit my class. If you have questions, please contact me at [telephone number]. I look forward to hearing from you.

Sincerely,

[Name], Instructor

[Name], Director

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Instructors may have the opportunity to interview students during enrollment. The purpose of this is to assist the counselor with proper placement of students into your class. The following sample form illustrates the types of questions you might ask and observations you might make.

Health Occupations Program
Enrollment Interview Form

Student Name _____

Sending School _____

What courses have you taken in the following topics?

Science_____

Math_____

Sociology_____

Psychology_____

Health_____

What is your average grade? _____

Why are you interested in the health occupations program?

_____

_____

What are your interests, hobbies, and clubs?

_____

_____

What are your experiences with the health care system (parent in health field, grandparent sick, etc.)?

_____

_____

Will you be able to furnish your own transportation for clinical rotations? _____

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Instructor Observations:

	Yes	No
Was the student on time for the appointment?	❑	❑
Were dress and hygiene appropriate?	❑	❑
Was the student able to communicate effectively?	❑	❑
Did the student maintain good eye contact?	❑	❑
Did the student maintain good body language?	❑	❑

This sample interest survey could be completed by students during enrollment activities or once class begins.

Health Occupations Program
Interest Survey

1. Name: _____

2. Home School: _____ Year Graduating: _____

3. Present year in school: (Circle one) Soph. Jr. Sr.

4. My long-term goal is to be a/an _____

5. Following high school graduation I plan to _____

6. I want to take Health Occupations because _____

7. I have taken the following courses in high school that I think will help me in Health Occupations: _____

8. I realize that absenteeism is especially important in health professions. I usually miss _____days a school year.

9. What qualities or characteristics do you have that would make you a good health care provider? _____

_____

10. What are your hobbies? What do you do in your spare time? _____

_____

11. Have you had <u>any</u> previous health care experience? In what areas? _____

_____

_____

FOR OFFICE USE ONLY:

Average Grades: _____ Days Absent a Year: _____

Comments: _____

_____

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Tips for Creating Your Own Brochure

I. Before you begin to develop a brochure, you should think through the following questions:

   A. Who are you trying to excite about your program (e.g., high school juniors, seniors, males, females, etc.)?

   B. What particular advantages are offered by your course (e.g., clinical rotations, certification, individualized instruction)?

   C. What evidence can you provide regarding the success of past graduates (e.g., appropriate salaries, employment opportunities)?

   D. What other information would prospective students like to have (e.g., schedules, transportation, where to go for more information)?

II. Be sure the information for the brochure is correct and has the administration's approval before it is printed.

   A. The brochure should be reviewed from a legal standpoint as to how it obligates the school.

   B. Approval for the cost involved must be obtained.

   C. Permission for artwork and/or photographs should be requested.

III. The brochure should contain a brief program description that specifies program requirements and prerequisites.

   A. Some possible prerequisites

      1. Interview for admission
      2. Grade point average if a minimum is required
      3. Age if desiring to become a CNA

   B. Some possible requirements

      1. Expenses
      2. Transportation (e.g., some schools require students to provide own transportation if appropriate)
      3. Parental permission is required

IV. Be concise and to the point. The brochure should be quick and easy to read. It should be written at the grade-level of the reader. Avoid using educational or professional jargon.

V. Any graphics should be coordinated with the written material so that the finished product will be attractive and easy to understand. Be sure to get permission to use any photographs or artwork (see form in orientation section).

VI. If your school has a printing program, students might be able to produce the brochures for you. If not, a master can be produced on the computer and reproduced on a copy machine.

VII. The end of the school year is a good time to use a brochure to publicize students' accomplishments.

A sample brochure appears on the following two pages. The sample is designed to be folded in thirds with the "Health Occupations Program" on the front.

Providing opportunities to acquire skills for successful employment, education, and a high quality of life.

WONDERFUL AREA VOCATIONAL SCHOOL

A BRIDGE TO YOUR FUTURE

In your life you will be asked to make many choices. Some of these choices will require the assistance that knowledge and experience can provide. More than twenty-five years of successfully training and educating individuals have provided the answers to these choices. Wonderful Area Vocational School offers the opportunities to help you cross bridges into your future.

At Wonderful Area Vocational School, we have a variety of career programs that supply basic training and knowledge to acquire skills for life. Take the step toward your future. Your career and education are closely tied together and Wonderful Area Vocational School is an ideal way to bridge that span. This book is the key to forging the supports of education and training to successfully complete the bridge to your career and lifetime learning.

Graphic Communications I & II
Welding Technology I & II
Building Construction Technology I & II
Agricultural Education
Machine Tools Technology I & II
Auto Technology I & II
Marketing I & II
Electronics
Hospitality
Horticulture
TECHnical PREParation
Drafting and Design Technology
Supermarket Careers
Practical Nursing Program
Health Occupations
Collision Repair I & II
School-To-Work Transition
Missouri Customized Training Program

All Facilities at Wonderful Area Vocational School are completely accessible to persons with disabilities

CHECK OUT TECHNOLOGY PREPARATION

Programs Offered at these Schools

Pleasent High School **Jefferson High School**
George High School **Kimberling High School**
Evergreen High School **Malt City High School**

We live in a technological age. Just about everything we do depends upon some kind of technology, your car for example or the microwave in your home, and that technology is constantly changing. There's always a faster, easier, way to do something. What does all of this have to do with you?

All of these technological changes mean there will be plenty of jobs available in these technology-related fields into the 90's and beyond. Experts say the biggest demand will be for the technicians who have combined their math, communications, and science skills with technical training. How do you do that?

One way is to plan for the future and make sure there is a place for you in tomorrow's workplace. The TECH PREP PROGRAM offered at your high school is a way to do this. Here's how it works: Starting in ninth grade, you'll sit down with your counselor to plan the courses which will prepare you for entry into technical training at WONDERFUL AREA VOCATIONAL SCHOOL. So, for example, if you wanted to get into electronics, during high school you would take classes in Principles of Technology (Applied Physics), Technical math courses that relate exactly to the electronics field, and in your senior year, along with these and other courses, you would begin the electronics program through the WONDERFUL AREA VOCATIONAL SCHOOL.

So what's the advantage? By completing many of these courses while in high school, you will receive college credit for what you have learned. You will enter college with as many as 12 credits or more, be well on your way to completing a degree, and have a job waiting for you when you finish your technical training.

Getting into TECH PREP is easy. First, see your guidance counselor who can give you all the facts. Plan your schedule and talk about it with your parents. You may want to visit the WONDERFUL AREA VOCATIONAL SCHOOL campus to visit with the instructors about jobs in particular fields. After you have decided on your career path, your guidance counselor will help you complete the other enrollment information.

Be a part of the action in your school's TECH PREP PROGRAM. See your counselor today or contact WONDERFUL AREA VOCATIONAL SCHOOL to find out more about TECH PREP.

Programs at Wonderful Area Vocational School are committed to its policy of equal education opportunity. All educational programs are administered without regard to sex, handicap, race, color, age, or national origin. This includes all activities and employments as required by Title IX, Section 504, Title VI.

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WONDERFUL AREA VOCATIONAL SCHOOL

A BRIDGE TO YOUR FUTURE

HEALTH OCCUPATIONS PROGRAM

Secondary

Wonderful Area Vocational School
(XXX) XXX-XXXX

Program Description

High school juniors and seniors who wish to pursue a career in the Health field should investigate this two- or three-hour block class. While the primary objective is to prepare students at the assistant level, the knowledge gained is a foundation for entry into high levels of the health field after high school graduation.

Through classroom study, laboratory training, field trips, and guest speakers, students become increasingly familiar with available career choices. Additionally, the option is open for becoming a certified nurse's aide in a long-term facility, providing the necessary requirements are met before the end of the school year. Students rotate through more than 35 different areas in and outside the hospital.

Career Exploration in:

- Emergency Room
- Ambulance Service
- Preschools
- Veterinary Medicine
- Radiology
- Physical Therapy
- Respiratory Therapy
- Surgery
- Sheltered Workshop
- Occupational Therapy
- Pediatrics
- Home Health Services
- Recreational Therapy

Area of Training

- Identify health career opportunities
- Demonstrate qualities and traits of health care assistants
- Communicate effectively with clients, coworkers, and the public
- Maintain safe environment for clients, workers, and public
- Practice medical aseptic techniques
- Measuring vital signs
- Administer cardiopulmonary resuscitation
- Participating in community services
- Recognizing concepts of anatomy and physiology
- Recognizing concepts of death and dying
- Use appropriate body mechanics

Why Enroll?

Look what former Health Occupations students have to say.

"Health Occupations was a great experience. It allowed me a head start compared to other students in my nursing class."

Beth Fischer, B.S.N.

"Health Occupations allows a student to experience first hand the multidimensional aspects of health care, while learning health basics. This course goes beyond the call of educational duty to meet the specific needs of the student. Health Occ. had a profound influence on my choice of professions ... thanks."

Rosy Jenkins, M.D.

"Health Occupations provided exposure to a large number of health care settings--some of which I didn't even see in my Registered Nurse Program."

Jesse Mantooth, R.N.

How to Enroll

1) Talk with your parents

2) Schedule a visit

3) Complete application

4) Meet with your counselor

For more information or if you have any questions regarding classes at Wonderful Area Vocational School, please call: (XXX) XXX-XXXX

Health Careers Week
and
Vocational Education Week

Each year the governor will sign a proclamation designating Vocational Education Week and Health Careers Week. These are excellent opportunities to showcase your health occupations program.

The following is a list of activities you might plan to promote awareness of the health occupations program within the school or community. Tie your activities to the skills students are learning.

1. Make a display that shows what students are learning in class. Students can present the display and hand out health flyers, take height and weight measurements, measure blood pressure, etc.

2. Put up a bulletin board that presents a variety of health issues.

3. Students can make posters that highlight students working with patients in long-term care, hospitals, etc. The posters could talk about health issues or the program and be hung up at local businesses.

4. Students can generate newspaper articles about events or activities in the program.

5. Students can make presentations at civic organizations or for younger students. The presentations can cover health topics as well as program information.

6. Community service projects directly related to the curriculum provide opportunities for newspaper coverage.

7. Ask the mayor to do a local proclamation for Health Careers Week and Vocational Education Week.

8. Make up notes that say, "Contact a health occupations student to learn more about health careers." Attach the note to candy and pass it out to sending school students.

9. Many schools select Vocational Education Week to have open house. See the "Open House Activities" list for ideas.

Open House Activities

Open house is an opportunity to share with parents and the community what vocational education is about. Activities should be planned to demonstrate competencies the students have mastered throughout the year. A list of sample open house activities follows.

1. Demonstrate proficiency in skills such as height and weight measurement by performing these on visitors and recording the results. The form that is used to record information should include the name of the school and possibly student developed information on health issues and diseases such as cancer, diabetes, AIDS, and nutrition and fitness. The form is given to each participant.

2. Students can display posters or brochures created as a part of classroom projects. Students should be available to explain the information provided.

3. Have a "bring a parent to school" day. During the week of open house, encourage parents to accompany their students to health occupations class and become students. The parents do the same activities as the students. Parents who are employed in the health care field could be asked to tell the class about their jobs.

4. Have an attendance contest for open house. This contest can be school-wide or within your program. If the contest is school-wide, the program area that brings the greatest number of people to open house wins a pizza party, for example. There could be some type of individual prize such as a stethoscope if the contest is within the health occupations program.

5. Do a demonstration of the "Health Knowledge Bowl" contest.

6. Make Health Occupations Newsletters available for visitors.

7. Set up work stations in the lab area to demonstrate skills such as body mechanics, bed making, bed shampoo, transfers, and CPR. Some stations may use computer programs such as Body Works.

8. Make a display that shows pictures, slides, or videos of students working at clinical sites.

9. Provide flyers that discuss health careers.

10. If appropriate, install vocational student organization officers.

11. Do fund-raising activities such as raffles and dunking booths.

Community Service Activities

Community service activities are opportunities for students to apply skills to real-life projects. Students choosing a career in the health field need to develop compassion for others. Community service activities are a tool to learn the rewards of giving to others.

1. Students can interact with local long-term care residents. They can present skits, lead songs, plan parties, etc. During the holidays, students can take holiday candy, cookies, and cupcakes to the residents. They can also wrap presents for residents and deliver presents from the Salvation Army to residents.

2. Each student might choose to adopt for the year a resident or grandparent who does not receive regular visitors. Students visit the residents, take gifts, and spend time with them all school year (sometimes even longer).

3. Students might adopt a child or family for the holidays.

4. Students can also conduct food drives for local pantries or for a needy family. To locate a needy family, you might contact the Division of Family Services, Voluntary Action Center, churches, or the Chamber of Commerce.

5. Students could assist the school nurse or county health department with health screenings (height, weight, vision, hearing, scoliosis, etc.).

6. Students could provide free blood pressure screenings for the staff and students at school. Students can also conduct blood pressure screenings at shopping malls.

7. Students could sponsor and assist with the American Red Cross Blood drive.

8. Students can assist the American Red Cross or County Health Department at local health fairs or community centers.

9. Students can participate in local toy or clothing campaigns such as Toys for Tots.

10. Students can collect clothing, food, and toys for the homeless.

11. Students can plan or assist with an elementary school health fair.

12. Students can become involved in the "Don't Smoke" program sponsored by the American Lung Association. This is a program in which health occupations students teach third-graders about smoking risks.

13. Students can assist with Parents as Teachers (child development screening).

14. Students can assist the Health Department at WIC clinics. This could include providing child care while parents are in educational programs or assisting with screenings.

15. Students could work with an activity director to plan an activity for residents at a nursing home.

16. The class sponsors Kids on the Block puppet program done by the Department of Mental Health. Contact Angie Salvo at the Central Missouri Regional Center at 573-882-9835 for more information.

Fund-raising Ideas

The following is a list of sample fund-raising ideas. An administrator must approve the fund-raiser as well as how the money is used. The health occupations instructor could attend the exhibit area at the Missouri Vocational Association (MVA) summer conference to connect with many fund-raising companies.

1. Pizza sales
2. Talent shows
3. Dances
4. Candy sales
5. Auction
6. Slave auction
7. Car wash
8. Garage sales
9. Fruit sales
10. Cheese sales
11. Variety popcorn sales
12. Raffle

Orientation

This section contains most of the forms instructors may need at the beginning of the school year. The first form is a checklist that will assist you in monitoring the return of orientation forms. You can place one of these forms in each student folder after it has been completed. This is a good way to monitor accountability.

Most items in this section are self-explanatory. It must be emphasized that the memos and forms are merely examples of what you might use. You may be presently using different forms that serve your purpose; however, you may find forms that better suit your needs. It would wise for a school lawyer and administrator to review all permission forms.

Some programs have a parent/student orientation meeting. This meeting gives parents and students an overview of the health occupations program. An agenda usually covers what will be covered at the meeting such as forms that parents must sign and return, course content, career opportunities, student organization, and course management. Since the orientation meeting covers a lot of information, an agenda will guide the parents and students through the discussion.

Very early in the program students must begin thinking about what health professions they would like to explore. Instructors need to know what students expect. Student information and personal history forms are included. A Health Occupations Pre-Quiz will help you to determine exactly what your students already know.

Expectations and responsibilities should be discussed in detail at the beginning of the school year. Topics such as student expenses, assignments, grading procedures, and acceptable classroom behavior need to be clarified.

Communicating with other teachers is an extremely important responsibility of health occupations teachers. You must notify teachers and principles when health occupations students will not be in their classrooms. It expresses your regard for their teaching plans and shows that you care about your students' entire education.

A sample checklist for keeping track of orientation paperwork for health occupations instructors follows.

Health Occupations Program
Orientation Checklist

Student Name	Orientation Memo to Parents		Student Handbook		Participation in Clinical Rotations Form		TB Test Authorization Form		Hepatitis B Vaccination Declination Form		Emergency Information Form		Transportation Permission Form		Photo Release Form	
	Date Sent	Date Ret.	Date Sent	Date Ret.	Date Sent	Date Ret.	Date Sent	Date Ret.	Date Sent	Date Ret.	Date Sent	Date Ret.	Date Sent	Date Ret.	Date Sent	Date Ret.
		NA		NA												
		NA		NA												
		NA		NA												
		NA		NA												
		NA		NA												
		NA		NA												
		NA		NA												
		NA		NA												
		NA		NA												
		NA		NA												
		NA		NA												
		NA		NA												
		NA		NA												
		NA		NA												
		NA		NA												
		NA		NA												

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The following is a sample memo inviting parents to health occupations program orientation meeting.

BEST EVER R-III SCHOOLS
WONDERFUL AREA VOCATIONAL SCHOOL
02B There Street
Wonderful, Missouri 65222

MEMO

Date: [current]

To: Parents of Health Occupations Students

From: [Health Occupations Instructor or AVTS Director]

Re: Orientation Meeting

The faculty and staff of the [Wonderful Area Vocational School] are excited that your son or daughter has chosen the health occupations program for the [1996/97] school year. It is a privilege for us to serve you. A successful transition from school to work is a primary focus of vocational education.

To familiarize you with our program, we ask that you and your son or daughter attend an orientation for the health occupations program meeting. This orientation will be held [Tuesday, August 19, from 7:30 to 9:00 p.m.] in the health occupations classroom, room [22], at the vocational school.

A map showing the location of the [Wonderful Area Vocational School] is enclosed. During the meeting we will be covering the following items:

1. Distribute and discuss student handbook
2. Describe student and parent expectations in the health occupations program
3. Discuss and complete forms
4. Tour classroom and vocational school

If you have questions, please call the vocational school at [phone].

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The sample agenda should be modified to include all items to be covered at the orientation meeting.

Health Occupations Program
Orientation Meeting for Parents and Students

Agenda

1. Program overview

    a. Review core competency list (handout)
    b. Health occupations program schedule
    c. Syllabus and grading system

2. Discuss career opportunities in health care (handout)

3. Former student - guest speaker

4. Forms

    a. Consent for Student to Participate in Clinical Rotations
    b. TB Testing Authorization
    c. Hepatitis B Vaccination Declination Form
    d. Health Occupations Program Emergency Information
    e. Transportation Permission
    f. Photo Release

5. Student organization

6. Tour classroom and vocational school

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The following sample careers in health handout can be distributed at the parent and student orientation meeting.

Careers in Health

Entry Level Careers

High School Graduate
(some additional training)

Dental Assistant
Emergency Medical Technician
Environmental Technician
Food Service Assistant
Laboratory Assistant
Material Management
Medical Assistant
Nurse Assistant
Occupational Therapy Aide
Pharmacy Aide
Phlebotomist
Physical Therapist Aide

Technical Careers

Two Years of College

Accounting Personnel
Biomedical Technician

Dental Hygienist
Diet Technician
Engineering
Food Service Manager
Medical Records Technician
Medical Secretary
Nursing
Occupational Therapy Assistant
Physical Therapy Assistant
Public Safety
Radiology Technologist
Respiratory Care Practitioner
Transcriptionist

Health Occupations
help prepare students for
their future in health careers.

Professional Careers

Four Years of College Plus
(certification/registration/license)

Clinical Laboratories Technologist
Medical Laboratories
Technologist
Dentist
Doctor
Hospital Administrator
Infectious Control Specialist
Medical Illustrator
Medical Librarian
Medical Record Administrator
Nursing
Occupational Therapist
Optometrist
Pharmacist
Physician's Assistant
Physical Therapist
Public Relations Specialist
Radiation Therapy Technologist
Radiographer
Registered Dietitian
Respiratory Care Practitioner
Social Worker
Sonographer

Orientation, page 3.9

This is a sample cover letter for forms to be distributed at the orientation meeting or on the first day of class. If you are not conducting an orientation meeting, then you should include infection control information.

BEST EVER R-III SCHOOLS
WONDERFUL AREA VOCATIONAL SCHOOL
02B There Street
Wonderful, Missouri 65222

[Date]

Dear Students and Parents:

Welcome to Health Occupations! The faculty and staff of the [Wonderful Area Vocational School] are excited that you have chosen the health occupations program.

Students will learn about various health professions, what each profession entails, and the background involved (education, costs, schools, etc.). They will learn core knowledge and skills common to most health careers including anatomy and physiology, microbiology, communications skills, human growth and development, and vital signs.

During the first semester, the students job shadow with health care workers. They will spend time with different professionals to help them determine for which occupation they are best suited.

This course is challenging and the students learn a valuable vocation as well as a strong foundation for continuing education in a health career. Because of the unique nature of the on-site rotation, I believe it is essential that you understand potential risks. Attached are forms that should be reviewed and signed by the student and his or her parent or guardian. If you have questions about any form, please call me at [phone]. Please return forms by [date].

We are looking forward to a great year with all of you!

Sincerely,

Health Occupations Instructor

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A consent form for clinical rotations may be needed. It should be signed by the student and the parent or guardian.

BEST EVER R-III SCHOOLS
WONDERFUL AREA VOCATIONAL SCHOOL
02B There Street
Wonderful, Missouri 65222

Re: Consent for Student to Participate in Clinical Rotations

I, _____ am the parent or guardian of _____, a minor who is enrolled in the [Best Ever R-III] School District's Health Occupations program. This program includes practice at off-campus health care clinical sites.

These clinical sites treat patients who may be carrying an infectious agent such as TB, HIV, staphalococus, or hepatitis B. Students will be involved in direct patient care requiring lifting. Prior to any direct patient care, students will have mastered body mechanics techniques and body substance precautions and when used properly minimize the risk of injury or illness.

District personnel have instructed your ward about all reasonable safeguards necessary to be implemented to avoid exposure. The clinical sites have implemented all reasonable safeguards to avoid exposure, including The Centers for Disease Control's recommendations.

I authorize and consent that my ward may practice at such off-campus health care institutions.

_____ _____
Parent/Guardian Signature Date

_____ _____
Student Signature Date

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The following is a sample authorization form to get permission from parents for tuberculosis testing.

BEST EVER R-III SCHOOL DISTRICT
WONDERFUL AREA VOCATIONAL SCHOOL
02B There Street
Wonderful, Missouri 65222

Re: TB Testing Authorization

Clinical rotation sites require that each health occupations student be tested for tuberculosis. The [_____] County Health Department will provide the free testing at school on [date]. Students must return the permission form and attend both days. Students who are absent or who do not return the form will be required to seek TB testing on their own. Also, students must be present on [date] when the nurse will evaluate the skin test site. For an accurate reading the test must be evaluated on this date or the test must be repeated.

According to the [_____] County Health Department policy, students who are 18 years of age may sign for themselves. Students under 18 must have the signature of a parent or legal guardian.

Please call me at [phone] during school hours with any questions or concerns you may have.

Permission is hereby given for _____ to receive a T.B. test. If the student has previously tested false positive, he or she should alert the nurse at the time of the testing.

_____ _____
Parent/Guardian Signature Date

_____ _____
Student Signature (if over 18) Date

The following is a sample Hepatitis B vaccination declination form.

BEST EVER R-III SCHOOL DISTRICT
WONDERFUL AREA VOCATIONAL SCHOOL
02B There Street
Wonderful, Missouri 65222

Re: Hepatitis B Vaccination Declination Form

Date: _____

Student Name: _____

Student SS#: _____

I understand that during my clinical experience I may be exposed to blood or other potentially infectious materials; therefore, I may be at risk of acquiring Hepatitis B Virus (HBV) infection. School officials have recommended that I be vaccinated with Hepatitis B vaccine. However, I decline the Hepatitis B vaccination at this time. I understand that by declining this vaccine I continue to be at risk of acquiring Hepatitis B, a serious disease.

_____ _____
Student's Signature Date

_____ _____
*Parent's/Legal Guardian's Signature Date

_____ _____
**Health Occupations Instructor's Signature Date

_____ _____
**Notary Date

*Only if student is under 18 years of age

**Health Occupations Instructor's signature is needed when the form is signed in the instructor's presence. Notary's Signature is only needed if not signed in the presence of the Health Occupations Instructor.

NOTE: Retain this form in student's permanent record.

Since it is possible for an injury or accident to occur during job shadowing or clinical rotations, it is important to obtain information and permission before an injury or accident occurs.

BEST EVER R-III SCHOOL DISTRICT
WONDERFUL AREA VOCATIONAL SCHOOL
02B There Street
Wonderful, Missouri 65222

Re: Emergency Information

As part of the Health Occupations Program, students practice in health care facilities. In the event of an injury, we need your permission for treatment. Students are not covered by workers compensation; therefore, personal health insurance is recommended. If you do not have health insurance, the cost of treatment is your responsibility. Please provide the following information.

Student's Name _____

Student's Address _____ Home phone _____

Check person(s) to contact in case of emergency:

☐ Mother/Stepmother _____ Home address _____

Place of employment _____ Work phone _____

☐ Father/Stepfather _____ Home address _____

Place of employment _____ Work phone _____

Name of Insurance Company _____

Group #_____ Policy #_____

Name of Policy Holder _____

Social Security Number of Policy Holder_____

Is pre-authorization required? Yes _____ No _____

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In the event of an emergency, treatment will begin immediately. Should we be unable to contact you, list the names of two local persons to contact.

Name _____ Phone # _____

Name _____ Phone # _____

Preferred Hospital _____ Phone # _____

Preferred Physician _____ Phone # _____

I, _____, take full responsibility for the care and the cost
(parent name, please print)

of that care of my dependent if an injury occurs during job shadowing and clinical rotations as part of the health occupations program.

_____ _____
Signature of person with whom the student is living Date

This sample permission form could be used to obtain permission from parents regarding responsibility of transportation.

BEST EVER R-III SCHOOL DISTRICT
WONDERFUL AREA VOCATIONAL SCHOOL
02B There Street
Wonderful, Missouri 65222

Re: Transportation Permission

Due to the nature of the class, students will be required to provide their own transportation and/or ride with another student to off campus activities. Your permission is needed for your child to drive his or her own private vehicle and/or ride with another health occupations student.

_____ has permission to drive in his or
[student name]
her own private vehicle or ride with approved health occupations students listed below. (Please check appropriate box and add names if appropriate.)

☐ Any student in health occupations

☐ Approved students (please list)

_____

_____

_____

_____ _____
Parent/Guardian Signature Date

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The following is a sample permission form for use of a student photo in a brochure, flyer, etc.

BEST EVER R-III SCHOOL DISTRICT
WONDERFUL AREA VOCATIONAL SCHOOL
02B There Street
Wonderful, Missouri 65222

Re: Photo Release

_____, has my
[student name]

permission to have his or her picture taken by the [Wonderful Area Vocational School], health occupations class. I understand that this picture may be used in promotional activities such as a brochure, flyer, newsletter, or bulletin board.

_____ _____
Parent/Guardian Signature Date

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A permission form for each field trip should be signed by parents. A sample follows.

BEST EVER R-III SCHOOL DISTRICT
WONDERFUL AREA VOCATIONAL SCHOOL
02B There Street
Wonderful, Missouri 65222

[Date]

Re: [location] Field Trip Permission

Health Occupations Class will take a field trip on [date] to [location] from [time] to approximately [time].

Students will need to provide their own transportation to and from the Vocational School. Students should bring their lunch and dinner or bring money to purchase lunch and dinner.

_____ has my permission to take the
[student's name]

field trip with the Health Occupations class.

_____ _____
Parent/Guardian Signature Date

_____ _____
Home Phone Work phone

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This student information form can be modified to include other types of information. It should be completed by students once they are enrolled.

Student Information

Please answer the items below as thoroughly as possible. Answers are not required, but I can better meet your learning needs if I know more about you. If there is a question you do not wish to answer, feel free to skip it.

1. Legal Name: _____ Name I prefer to be called: _____

2. Birth Date: _____

3. Home School: _____

4. Who do you live with? _____

5. Siblings: _____

   Name Age Name Age

   _____

   Name Age Name Age

6. Father's occupation _____

   Mother's occupation _____

7. Do you have a job? ____ ____
   Yes No

   Where _____

   Phone # _____

   Hours you work _____

8. Interests: _____

   _____

   _____

9. Hobbies: _____

   _____

   _____

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10. Clubs or Organizations: _____

11. How do you spend your free time? _____

_____

_____

12. What occupation do you expect to make your life's work?

_____

_____

13. Why do you want to do this type of work?

_____

_____

_____

14. What kind of training do you think will be necessary for this type of work?

_____

_____

_____

15. Which describes your plans after high school graduation? Circle as many as apply.

Get a job in health care
Get married eventually
Join the military
Enter a 4 year college
Live on my own
Other _____

Get any job I can find
Get married as soon as possible
Enter a 2 year college
Live with my parents
Enter a short training program

16. Course Schedule

	Class Name	Teacher
1st		
2nd		
3rd		
4th		
5th		
6th		
7th		

23. Have you ever had any health problems or physical or mental disabilities that I need to be aware of (e.g., pregnancy, hepatitis, TB)? If you wish to discuss this privately instead of writing it here, let me know.

_____

_____

24. Do you have any allergies? Please list.

_____

_____

25. Do you need/prefer to sit near the front of the room? Yes No

26. Circle all of the statements which describe your learning style by completing the following statement. "I learn best when I study. . ."

a.	alone	with others	doesn't matter
b.	in bright light	in a dark room	doesn't matter
c.	in a quiet place	in a noisy place	doesn't matter
d.	by listening	by watching	by doing
e.	at a desk	on the floor	in another place

27. Are you right-handed or left-handed?

_____

This form could be completed by students to provide a little personal information about themselves.

Student Personal History

"To begin with, I've found that there is no one else like me, anywhere, like snowflakes. No one else feels completely the way I do. No one else sees things in the same scope as I do. So, my first discovery about myself is that I am ME."

-Quote from a high school composition

On a separate sheet of paper, complete the following statements.

Name _____

1. My earliest memory of health care is . . . . . .
2. The last book I read was . . . . (did you like it & what was it about?)
3. In general, school is . . . . . .
4. My best friend is . . . (How long have you been best friends? What do you like best about this person? What kinds of things do you do together?)
5. Something I would like to tell you, Ms. _____, is . . . .
6. I don't like people who. . .
7. I like people who . . . .
8. I'm at my best when . . .
9. Right now I feel . . .
10. The best thing that could happen to me is . . .
11. I expect this class will . . .
12. People I trust are . . .
13. I am most proud when . . .
14. My favorite movies are . . .
15. When I don't like something I've done, I . . .
16. I wish my parents knew . . .

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17. When I am proud of myself, I . . .

18. When I like something I've done, I . . .

19. I'm very happy that . . .

20. My favorite things are . . .

21. The things I dislike most are . . .

22. Five adjectives that describe me are . . .

23. One year from today I will be . . .

24. The best school year I ever had was . . . (Why?)

25. A good teacher is one who . . .

26. Ms./Mr. _____, you can make this class the best for me if you . . .

27. The most frightening thing that has ever happened to me is . . .

28. Five years from today I will be . . .

TEACHER USE ONLY...CONFIDENTIAL! Instructor could copy the front and back (on next page) on card stock, cut apart, and complete for each student.

Confidential Student Information

HEALTH OCCUPATIONS PROGRAM 19___

Student's Name_____ Nickname_____ Birthday____ Grade_____
Student's Address_____ City_____ State_____ Zip_____
Student's Telephone_____ Social Security #_____
With whom does student reside?_____
In case of an emergency, who would you like us to contact?_____
Father's Name_____ Phone_____
Father's Address_____ Where to reach if not at home_____
Mother's Name_____ Phone_____
Mother's Address_____ Where to reach if not at home_____
Career Interest_____

Information and Records (Learning, Medical, or Personal Problems)_____

_____

_____

✂ .....

Confidential Student Information

HEALTH OCCUPATIONS PROGRAM 19___

Student's Name_____ Nickname_____ Birthday____ Grade_____
Student's Address_____ City_____ State_____ Zip_____
Student's Telephone_____ Social Security #_____
With whom does student reside?_____
In case of an emergency, who would you like us to contact?_____
Father's Name_____ Phone_____
Father's Address_____ Where to reach if not at home_____
Mother's Name_____ Phone_____
Mother's Address_____ Where to reach if not at home_____
Career Interest_____

Information and Records (Learning, Medical, or Personal Problems)_____

_____

_____

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Notes:

Notes:

A pre-quiz such as the following one can be used to determine students' existing knowledge of the health care field.

Health Occupations Program
Pre-Quiz

ANSWER ALL OF THE FOLLOWING QUESTIONS.

1. What is hypertension? _____

2. The body is made up of several systems. Name as many as you can. _____

_____

_____

3. How many ounces are there in a cup? _____

4. What is a normal temperature of the human body? _____

5. What is a stethoscope? _____

6. Why are immunizations given to children? _____

_____

7. Define sterile. _____

8. What does anterior mean? _____

9. What is the retina? _____

10. What training is required for a registered nurse? _____

_____

11. List the functions of the skin. _____

_____

12. List functions of the muscles. _____

_____

13. What is scoliosis? _____

14. Define empathy. _____

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15. How does fertilization of an ova occur? _____

_____

16. What is a cardiologist? _____

_____

17. What is mental health? _____

_____

18. List as many health careers as you can. _____

_____

_____

19. What is a pancreas? _____

20. Define what a stroke is. _____

21. What is a prostate? _____

22. Name one organ of the urinary system. _____

23. What is a heart attack? _____

24. What would you do for a person suffering shock? _____

_____

25. Why is hand washing important? _____

26. Why is smoking hazardous to your health? _____

27. What are the duties of a laboratory technician? _____

_____

28. What is CPR? _____

A materials checkout list can be completed to keep track of references and other materials checked out by students.

Materials Checkout List

STUDENT NAME	[BOOK TITLE #1]		[BOOK TITLE #2]		APRON	
	book #	returned	book #	returned	apron #	returned

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The instructor could write to the school nurse to request immunization records of secondary students. Adult students will need to bring in their immunization records.

BEST EVER R-III SCHOOL DISTRICT
WONDERFUL AREA VOCATIONAL SCHOOL
02B There Street
Wonderful, Missouri 65222

MEMO

Date: [ ]

To: [Nancy Nurse, RN]
School Nurse

From: [_____], Health Occupations Instructor

Re: Immunization Records for Secondary Health Occupations Students

Hello, I hope you are off to a good start this school year. Because health occupations students are providing direct patient care at clinical sites, I must maintain immunization records for all of my students listed below. Please send copies of their immunization records by [date]. I appreciate your effort.

Students: [list students' names]

Adams, Angeline
Barr, Marilyn
Browne, Susan
Chamberlain, Raynour
Crown, Tim
Downey, Jim
Evans, Jane
Fisher, Amy
Flossey, Barbara
Kurtzen, Lorraine
Lawndowne, Kelly
Martin, John
Weaver, Candy

A memo could be sent to sending school teachers and principals regarding health occupations field trips.

BEST EVER R-III SCHOOL DISTRICT
WONDERFUL AREA VOCATIONAL SCHOOL
02B There Street
Wonderful, Missouri 65222

MEMO

To: Sending School Principals and Teachers

From: Health Occupations Program Instructor

Re: Release Health Occupations Students for Field Trip

Date: [ ]

The following students will be involved in a health occupations field trip to the [State Mental Hospital in Fulton on Wednesday, March 9, 1996]. The bus will leave at [7:15 a.m.] and will return at approximately [4:15 p.m.]

Adams, Angeline
Barr, Marilyn
Browne, Susan
Chamberlain, Raynour
Crown, Tim
Downey, Jim
Evans, Jane
Fisher, Amy
Flossey, Barbara
Kurtzen, Lorraine
Lawndowne, Kelly
Martin, John

The following students will be involved in an [all day Trauma Seminar March 10, 1996].

Doppen, Barbara
Carmen, Sara
Hill, Joanne
Hart, Lisa
Smith, Darren
Trevor, Melinda
Walker, Wendy
Shalo, Akeem

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Clinical Rotations and Job Shadowing

Clinical and job shadowing experiences are important components of the health occupations program. It is important to prepare students for these experiences. Identifying students' interests, informing them of clinical site and school expectations, and describing learning activities are essential components in preparing students for clinical rotations.

Job shadowing is a way to identify each student's interest and to assist the student in selecting an emphasis area. Job shadowing rotations are short (two days to two weeks) observation experiences with health professionals in health care facilities. Job shadowing is designed to help the student learn about the job skills and work environments for different health careers.

Clinical rotations are more extensive experiences in one or more of the emphasis areas (career paths) where students practice skills learned in class to master specific emphasis area competencies. Before students start their clinical rotations, they must be aware of how they are expected to dress and behave. Emphasize to students that ethical and professional work habits reflect upon the school and impact future clinical opportunities. Each clinical site will have specific guidelines that must be explained to the students.

As the health occupations instructor, you will design job shadowing learning activities that guide the student in gaining a broad perspective of each health career. Clinical learning activities should be designed to direct on-site staff in assisting the student to master technical skills.

Coordinating with health care facilities and organizing job shadowing and clinical rotations are essential for the success of the health occupations program. The contents of this section include examples of job shadowing and clinical rotation learning activities and tools.

A tour of the local hospital is common in the early weeks of the health occupations program as a part of an overview of the health care delivery system. This hospital tour journal is designed to give students direction while they observe in each department.

Hospital Tour Journal

Health Care Facility _____ Date _____

Student's Name _____

This is a tool for learning more about health careers at [Wonderful Medical Center]. You will be visiting several departments in the hospital where you gain an overview of many health professions. Use the following pages to record your observations as you visit different departments.

Don't be afraid to ask questions. Think of yourself as a reporter who is investigating health careers for a news story. After your trip, you write an article about your visit for the class newsletter or school newspaper.

Your first assignment is to write down some of your thoughts before the tour begins. What did you think when you found out you were going on this field trip? What do you expect to see in the departments you'll be visiting? What do you think you'll learn from this trip?

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Hospital Tour Journal, page 2

Department # 1 Name
Describe what the health care workers are doing and who their clients are.
What kinds of specialists work in this department and what do they do?
What might a typical day be like for the people who work in this department?
What types of skills are necessary to work in this area?
What high school courses does the department representative recommend you take?
Other things I want to remember about my trip.

Department #2

Describe what the health care workers are doing and who their clients are. _____

What kinds of specialists work in this department, and what do they do?

What might a typical day be like for the people who work in this department?

What types of skills are necessary to work in this area?

What high school courses does the department representative recommend you take? ___

Other things I want to remember about my trip.

Hospital Tour Journal, page 4

Department #3

Describe what the health care workers are doing and who their clients are.

What kinds of specialists work in this department and what do they do?

What might a typical day be like for the people who work in this department?

What types of skills are necessary to work in this area?

What high school courses does the department representative recommend you take? ____

Other things I want to remember about my trip. ____

Follow-Up Activities (complete two)
1. Use the notes you took and turn them into a news story for your school newspaper or class newsletter. Interview other students who went on the trip and find out what they learned and liked most about the trip. Be careful not to breach client confidentiality. Write about the different career opportunities in health care.
2. Create a song, poem, story, or drawing that shows what you learned on this field trip. Focus on the different health careers, departments, the people you met during your visit, and your own career goals and aspirations.
3. Write a one-page report describing how this program will help you in choosing to enter a health care profession. Explain how your visits to various departments gave you an understanding of health care professions.
4. Make a word search or crossword puzzle. Use the job titles you collected on your trip. Provide a key so other students can check their answers to your puzzle.

As you prepare job shadowing rotations, students will select their preferences based on the in-class study of health careers. This form is designed to be completed by the students and to help you individualize job shadowing rotations.

Job Shadowing Requests

Student Name _____ Date _____

This is your opportunity to share your preferences for job shadowing rotations. Please discuss your choices with your parent(s). I will make every effort to tailor your rotations to your interest; however, the number of students for some rotations is limited. Indicate your preference by placing a #1 next to your first choice, a #2 next to your second choice, etc., through your first 10 choices. If you have an interest in a health care facility other than those listed below, please write it in the spaces provided.

____ Opthamologist	____ Day Care Facility
____ Dentist	____ Community Health Center
____ Dr. Jones--Cardiologist	____ Rehabilitation Facility
____ Veterinarian	____ Pharmacy

Hospital	L.T.C. Facility	Physician's Clinic	Dev. Disabled Facility
____ Emergency Room	____ Physical Therapy	____ Urgent Care	____ Dev. Assistant
____ Radiology	____ Social Services	____ Radiology	____ Dietary
____ Physical Therapy	____ Restorative Aide	____ Lab	____ Social Services
____ Dietary	____ Housekeeping	____ Admin. Medical Assistant	____ Medical Records
____ Respiratory Therapy	____ Activities Director	____ Clinical Medical Assistant	____ School
____ Lab	____ Nursing		____ Sheltered Workshop
____ Medical Records			____ Physical Therapy
____ Medical Surgical Unit			

Other: _____ _____

- Job shadowing rotations begin Monday, _____ and continue through Friday, _____.
- You are responsible for your own transportation to and from the health care facilities.
- If you are unable to attend, you must call your site and the school before your assigned time.
- When you are on rotation you are in school and will follow school rules and regulations.

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Based on the information you have gathered on the student job shadowing request form, you will individualize each student's rotation on a master job shadowing schedule like the example below.

Job Shadowing Rotations Schedule

A.M. CLASS	Pha	S.N.	Den	Am	Eye	ChC	Vet
Adamson, C.	10/19	10/23	10/26	10/30	11/2	11/6	11/9
Denny, Shannon	10/23	10/26	10/30	11/2	11/6	11/9	11/13
Dawson, Jeanne	10/26	10/30	11/2	11/6	11/9	11/13	11/16
Hart, Don	10/30	11/2	11/6	11/9	11/13	11/16	11/27
Johnson, Sara	11/2	11/6	11/9	11/13	11/16	11/27	11/30
Martin, Marty	11/6	11/9	11/13	11/16	11/27	11/30	12/4
Mohr, Rosemary	11/9	11/13	11/16	11/27	11/30	12/4	12/7
Parker, Robin	11/16	11/27	11/30	12/4	12/7	12/11	12/14
P.M. CLASS	**Pha**	**S.N.**	**Den**	**Am**	**Eye**	**ChC**	**Vet**
Anderson, Kathy	10/19	10/23	10/26	10/30	11/2	11/6	11/9
Arthur, Louise	10/23	10/26	10/30	11/2	11/6	11/9	11/13
Ellis, Cathy	10/26	10/30	11/2	11/6	11/9	11/13	11/16
Foxworthy, John	10/30	11/2	11/6	11/9	11/13	11/16	11/27
Gordon, Lonnie	11/2	11/6	11/9	11/13	11/16	11/27	11/30
Houston, Michelle	11/6	11/9	11/13	11/16	11/27	11/30	12/4
Isadore, Terry	11/9	1/13	11/16	11/27	11/30	12/4	12/7
Johnson, Amy	11/13	11/16	11/27	11/30	12/4	12/7	12/11
Kelly, Megan	11/16	11/27	11/30	12/4	12/7	12/11	12/14
Saunders, Jessica	11/27	11/30	12/4	12/7	12/11	12/14	10/19

Pha - Pharmacy
S.N. - School Nurse
Den - Dentist
ChC - Child Care Center
Vet - Veterinary Clinic
Am - Ambulance

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Being able to explain the interrelationships and opportunities for careers in health occupations is a major objective of the health occupations program. Writing papers about their interest areas allows students to focus on careers and builds written communication skills.

Job Shadowing
Written Assignment

Write two, two-page typed (12 point font) papers, each describing a health care career based on your job shadowing experiences. Papers should include the following:

I. Description of the occupation

- A. Job duties
- B. Job opportunities
- C. Positive aspects of the occupation
- D. Negative aspects of the occupation
- E. Personal characteristics desirable for the occupation
- F. Salary
- G. Projected demand for the occupation

II. Education

- A. Length of education required
- B. Location of schools
- C. Types of schools
- D. Projected cost for education
- E. Admission requirements for each school

III. Bibliography (Does not count as a page of the paper)

- *The health career chosen for each paper must be approved by the instructor before you begin.*
- *The due date is indicated on your monthly calender. A point deduction will be assessed for each day your paper is late.*
- *Sentence structure, grammar, spelling, and organization are 10% of your grade.*
- *Each paper will count as a test grade on the grading scale.*

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Writing activities during clinical rotations provide students practice in recording observations. Journals can serve as a method of keeping track of students' experiences as they go through clinical rotations.

Clinical Rotations
Written Assignments

I. Keep a daily journal in a spiral-bound notebook that includes what you learned each day. Content of journal entries should include:

A. Clinical skills you **practiced** toward mastery of your competency list (e.g., transfers, vital signs, cleaning the whirlpool).
B. Clinical skills you **observed** that are outside of your competency list (e.g., starting an I.V., processing prescriptions, changing sterile dressing).
C. Description of a client with a disease process you have not seen before.
D. Description of interpersonal communication among staff, classmates, and/or clients.
E. Description of your feelings about the day's experiences.

- *Each journal entry should be a minimum of 50 words. Utilize proper sentence structure, grammar, spelling, and organization.*
- *DO NOT USE CLIENT NAMES! Record only room number and initials.*
- *Journals are due at the end of each clinical week. The journal is part of your daily grade. Points will be deducted for late journals.*

II. Write daily progress notes when you are assigned to patient care. You will not write on the medical record. Content of progress notes should include:

A. Objective observations of patient status (e.g., mobility, orientation, skin condition).
B. Clinical skills you performed (e.g., vital signs, position change, bed change).

- Notes should be written consistent with basic guidelines for charting on the medical record.
- Notes should be reviewed by clinical supervisor before leaving the clinical area and are to be left with the charge nurse as a tool to communicate your observations and care.
- Notes will be a part of your daily grade.

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This activity will encourage students to become familiar with locations and items within the clinical rotation site.

Orientation Scavenger Hunt

Place a check on the line beside each location after you have found it on the unit.

_____ Nurses' Station
_____ Clean Utility Room
_____ Dirty Utility Room
_____ Staff Coat Closet
_____ Unit Kitchen
_____ Clean Linens (2 places)
_____ Ice Machine
_____ Staff Restroom
_____ Shower Room

Place a check on the line beside each item after you have found it on the unit.

_____ Gloves
_____ Electronic thermometer
_____ Sphygmomanometer
_____ Report clipboard
_____ Kardex

_____ Used linen containers
_____ Soiled briefs containers
_____ Fire extinguisher

_____ Safety and Infection Control Manuals
_____ MSDS sheets
_____ OSHA poster

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This activity sheet can be utilized to help students become familiar with the policy and procedure manual for their clinical site.

Policy and Procedure Manual Activity Sheet

Name _____ Date _____

Read the policy and procedure manual at your clinical site and record the following information.

1. On what pages in the procedure manual would you find information about Universal Precautions or Body Substance Precautions?

   _____

2. How is a fire announced?

   _____

3. What should you do if you find a fire? NUMBER ALL THAT APPLY, in order of priority.

   _____ Notify switchboard operator immediately.

   _____ Pull fire alarm nearest the fire.

   _____ Close all doors and windows.

   _____ Remove clients from affected area.

   _____ Evacuate the floor.

   _____ Attempt to put out fire with fire extinguisher.

   _____ Notify the fire department.

   _____ Shut off oxygen to the affected areas.

4. Who implements the disaster plan?

   _____

5. In a disaster situation, where is the morgue located?

   _____

6. What should you do in the case of a tornado sighting?

   _____

   _____

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7. What do you do if you stick yourself with a contaminated (used) needle?

_____

_____

8. Who can order restraints for a client?

_____

_____

9. If you are unable to come to work, who do you notify?

_____

_____

10. When can patient valuables be removed from the safe?

_____

_____

11. How often should vital signs be taken during blood administration?

_____

12. List one of the patient rights.

_____

_____

13. How often is nail care performed?

_____

_____

14. When finding a client not breathing (code blue situation), how do you notify other personnel for help?

_____

_____

15. What is done to prevent pressure ulcers besides turning every 2 hours?

_____

_____

This is a sample cover letter to facility administrators that can be used to accompany the job shadowing or clinical rotation schedule. Each letter needs to be modified to indicate when students will come, how many students will attend, who they will be assigned to work with, and the type of rotation, job shadowing, or clinical.

BEST EVER R-III SCHOOL DISTRICT
WONDERFUL AREA VOCATIONAL SCHOOL
02B There Street
Wonderful, Missouri 65222

[Date]

Dear Facility Administrators:

The health occupations class from [Wonderful Area Vocational School] is looking forward to visiting your facility in February. Enclosed is a schedule of our shadowing rotations.

At the beginning of each rotation, we would appreciate a staff member from your facility giving the student a brief overview of the facility and a short tour. For the remainder of the rotation, the student should be assigned to work with one person.

Cooperation between school and the health care industry is invaluable to the preparation of our future health care work force. Should problems occur, please contact me at [phone]. Thank you for your support.

Sincerely,

[ ]
Health Occupations Instructor

Enclosure

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Once you have completed the master schedule, create a site schedule to send to the clinical site.

Job Shadowing Schedule

FACILITY: Kind Heart Pharmacy

AM STUDENTS: (Arrive 8:30 AM) (Leave 11:30 AM)

PM STUDENTS: (Arrive 1:30 PM) (Leave 4:30 PM)

	AM STUDENTS	PM STUDENTS
Oct. 19, Th:	C. Adamson	10/19: Kathy Anderson
23, M:	Shannon Denny	10/23: Louise Arthur
26, Th:	Jeanne Dawson	10/26: Cathy Ellis
30, M:	Don Hart	10/30: John Foxworthy
Nov. 2, Th:	Sara Johnson	11/2: Lonnie Gordon
6, M:	Marty Martin	11/6: Michelle Houston
9, Th:	Rosemary Mohr	11/9: Terry Isadore
13, M:		11/13: Amy Johnson
16, Th:	Robin Parker	11/16: Megan Kelly
27, M:		11/27: Jessica Saunders
30, Th:		11/30:
Dec. 4, M:		12/4:
7, Th:		12/7:
11, M:		12/11:
14, Th:		12/14:

Students will observe on Mondays and Thursdays unless those days fall on a holiday. If a scheduled student does not arrive, please contact the [Wonderful Area Vocational School] at [phone]. Thank you.

This is an example of a form that should be completed by the student at each job shadowing site.

Student Job Shadowing Evaluation Form

Date (week of) _____

Student Name _____

Health Care Facility _____

Department _____

1. What part of your clinical experience was most interesting to you? _____

2. What was least interesting to you? _____

3. Do you feel you received adequate supervision during your experience? Why or why not? _____

4. Would you like to return to this department? Why or why not? _____

5. Who is the department supervisor? _____

6. List the people you met and their job titles. _____

7. What are the educational requirements for the careers you learned about in this department? _____

On-site supervisors are critical in assisting the health occupations instructor in the evaluation of student performance. Evaluations may be done weekly or at the end of each clinical rotation. These performance evaluations are a large percentage of the student's grade in the third and fourth quarters.

Health Occupations
Cooperating Agency's Evaluation Report

Student Name _____ Date _____

Agency Name _____

1 - Excellent; 2 - Good; 3 - Satisfactory; 4 - Fair; 5 - Unsatisfactory

The student:	1	2	3	4	5
1. Practices good personal hygiene					
2. Wears appropriate clothes and accessories					
3. Exhibits professional behavior					
4. Maintains confidentiality					
5. Reports to work on time					
6. Uses facility's procedure for absenteeism					
7. Works well with others					
8. Communicates well with others, is courteous					
9. Organizes work in sequential manner					
10. Understands limitations; requests assistance when appropriate					
11. Follows directions					
12. Performs routine or undesirable jobs					
13. Shows interest in job					
14. Maintains a clean environment					
15. Is conscious about safety					
16. Applies knowledge in completing tasks					

Additional Comments _____

_____

_____

Please mark an "X" on the days the student is absent.

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1					
Week 2					
Week 3					
Week 4					

On-Site Supervisor and Title _____

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Cooperative agreements must be made between the school and the health care facility where students are on-site. Cooperative agreements are legal documents that delineate responsibilities of the school and the cooperating agency. A coordinating meeting should be scheduled annually with the administration of each cooperating agency. This is an ideal time to review the cooperative agreement and secure signatures. A copy of the cooperative agreement should be kept on file at the school and a copy should be provided to the cooperating agency. This is an example of some common statements seen in most cooperative agreements. Modify or add statements as necessary to clearly define the roles of each party.

Cooperative Agreement of Affiliation

This agreement between the Wonderful Area Vocational School, a division of the Best Ever R-III School District, hereafter known as the school, and Kind Heart Pharmacy, hereafter known as the cooperating agency.

To this end, the school agrees to:

1. Meet with the administrator/director of nursing annually to discuss student rotations and discuss plans for learning experiences that are non-disruptive to the facility.
2. Provide the cooperating agency with a printed schedule of each student's rotation dates prior to the actual experience.
3. Provide a qualified faculty for the school, who will be responsible for development and implementation of the curriculum. The faculty shall be responsible for the assignment of students in the clinical areas according to the educational goals and level of learning.
4. Meet with the director of nursing/designee to discuss students' performance whenever deemed necessary by the facility or school.

To this end, the cooperating agency agrees to:

1. Provide learning experiences which will help the students gain both knowledge and skills in selected health occupations.
2. Assist the Wonderful Area Vocational School, by providing orientation and demonstration of facility procedures by qualified facility personnel in specialized areas.
3. Cooperate with the school in completing student rotation evaluations.
4. Assist the school in determining the value of the clinical experience.
5. Notify the school of student concerns.

* This program shall be reviewed yearly, if continuation of the program is deemed mutually desirable.
* Students shall not be discriminated against on the basis of race, national origin, gender, or disabilities.

This agreement shall continue until such time as the parties hereto mutually agree to terminate it. However, in the event that plans are undertaken to terminate the agreement, it is agreed that the agreement will continue to operate until such time that the current enrollees have completed their course of study.

_____ _____

Cooperating Agency Administrator Date

_____ _____

Director, Wonderful Area Vocational School Date

_____ _____

Health Occupations Instructor Date

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The following is a sample clinical rotation student responsibility agreement.

Health Occupations Clinical Rotation
Student Responsibility Agreement

Student Name _____

Telephone Number _____

Address _____

Responsibilities

The student agrees to:

1. Attend clinical rotations unless ill.
2. Call the facility and the school if unable to attend.
3. Adhere to the rules and regulations of both the school and the clinical facility.
4. Perform on-site in a way that will reflect highly upon self and the school.
5. Notify the supervisor or instructor about any difficulties arising at the clinical facility.
6. Provide his or her own transportation to the clinical facility.
7. Wear the school uniform and name tag while presenting self in a professional manner.

_____ _____

Student Date

_____ _____

Instructor Date

A sample confidentiality agreement to be signed by the student follows. This sample is for a job shadowing or clinical rotation with the Missouri Department of Health.

Missouri Department of Health
Confidential State Records and the Revelation of Information
Nursing Student or Faculty

I, the undersigned, a (nursing student having) (faculty responsible for) field experience with the Missouri Department of Health or Local Health Unit/Home Health Agency understand that personnel, vital, environmental and health records of the Department of Health, are considered confidential and may not be revealed except as provided under the law, regulation, or policy. Other records and information obtained by a student may only be revealed with the express permission of the appropriate Department of Health or Local Health Unit/Home Health Agency representative. I further state that I have read and understand the following portions of the Statutes of Missouri:

Section 193.240 - Disclosure of Records.

1. The records and rules of the Bureau of Vital Statistics are open to inspection, subject to the provisions of this law and regulations of the department; but it is unlawful for any officer or employee of the state to disclose data contained in vital statistical records, except as authorized by this law and by the department.

2. Disclosure of illegitimacy of birth or other information from which it can be ascertained, may be made only upon order of a court in a case where such information is necessary for the determination of personal or property rights and then only for such purpose; or upon the request of the individual whose birth registration is involved, when such information is necessary to the establishment of any claim against the Federal Government.

3. The state registrar shall not permit inspection of the records or issue a certified copy of a certificate or part thereof unless he is satisfied that the applicant therefore has an interest in the matter recorded and that the information therein contained is for a research project, study, newspaper, radio, television or other news media reports or reporting, or is necessary for the determination of personal or property rights. The registrar may require any applicant to sign a affidavit reciting the grounds on which he seeks to acquire the information requested. His decision shall be subject, however, to review by the department or a court under the limitations of this section.

Section 193.380 - Violation of Law, Rules or Quarantine - Penalty.

2. Except where a different penalty is provided in this section, any person who violated any of the provisions of this law or neglects or refuses to perform any of the duties imposed upon him by this chapter, shall be fined not more than $100.

Section 196.015 - Certain Acts Prohibited.

12. The use by any person to his own advantage, or revealing other than to the department, or to the courts when relevant to any judicial proceeding under sections 196.010 to 196.120, any information acquired under authority of sections 196.055, 196.080, 196.105 concerning any method or process which as a trade secret is edited to protection.

Section 196.025 - Punishment for Violation.

1. Any person who violates any of the provisions of section 196.015 shall, on conviction be adjudged guilty of a misdemeanor and punished by a fine of not more than one thousand dollars, or imprisonment for not more than one year, or by both such fine and imprisonment.

I further certify that I am aware that all services of the Department of Health and its cooperating agencies are provided on a nondiscriminatory basis and that the policy of the Department of Health is to comply with Title VI of the Civil Rights Act of 1994.

(Signed) _____ Date_____

(Title) _____

(School) _____

To be retained in the administrative files of Department of Health Unit, Local Health Department/Home Health Agency responsible for the field experience.

BCHN 8/89

The following is a sample client assignment form for clinical rotations. This form may be completed by the clinical instructor or clinical supervisor of the unit. It is designed to inform staff of when students will be caring for clients and to inform staff and students of clinical assignments. The directories at the bottom need to be modified for the clinical setting.

Health Occupations Students
Client Assignments

Date _____ **Clinical Rotation Time** _____

Client	Student	Comments

- Students should shadow with a CNA the first clinical day for orientation.
- Students will have a list of procedures they need to perform.
- Please expose students to as many opportunities to perform procedures as possible.
- Students should feed only one resident a day.
- Please save one set of vital signs for each student per day.

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The following is a sample clinical observation form to be completed by students. It would need to be modified to fit the clinical site.

Nurse Assistant Notes/Observations

Room number:	Activity:	Dentures:	Nap:
Name:	Bath:	Glasses:	Turn:
	B & B:	Hearing Aid:	Transfer:
	Oral Care:	Nail Care:	Shampoo:
Catheter & Peri Care:		Meals:	Walk Aid:
Active Range of Motion:		Passive Range of Motion:	
Short-term Goals:	Intake/FF: (amount) Output: (amount)	Vital Signs: _____ _____ _____ _____	
Notes:			

✂----------

Nurse Assistant Notes/Observations

Room number:	Activity:	Dentures:	Nap:
Name:	Bath:	Glasses:	Turn:
	B & B:	Hearing Aid:	Transfer:
	Oral Care:	Nail Care:	Shampoo:
Catheter & Peri Care:		Meals:	Walk Aid:
Active Range of Motion:		Passive Range of Motion:	
Short-term Goals:	Intake/FF: (amount) Output: (amount)	Vital Signs: _____ _____ _____ _____	
Notes:			

A sample clinical rotation time sheet for students follows.

Health Occupations Clinical Rotations
Student Time Sheet

Student Name _____

100 hours of clinical experience and 75 hours of classroom instruction are required for certification as a nurse assistant. Documentation of your clinical hours is essential.

Date	Time In	Time Out	Supervisor's Signature	Total Hours

Thank you letters are one way to build positive relationships with clinical sites. The following is an example of a thank you note for participation in a job shadowing rotation. Thank you notes should be personalized to reflect the uniqueness of each facility.

BEST EVER R-III SCHOOL DISTRICT
WONDERFUL AREA VOCATIONAL SCHOOL
02B There Street
Wonderful, Missouri 65222

Date

Wonderful Care Center
Address

Dear Administration and Staff:

On behalf of the health occupations students from Wonderful Area Vocational School, we would like to thank you for the privilege of visiting and learning about health careers in your facility. The opportunity to discover each unique career field is a tremendous benefit as students choose an educational path.

The cooperation and enthusiasm displayed by your staff as they shared their daily roles assisted students in discovering the pros and cons of many health care career fields. This learning opportunity would not be possible without the participation of Wonderful Care Center.

This experience was invaluable for the students. Thank you again for having us. I look forward to our annual visit in the upcoming years.

Sincerely,

[ ]
Health Occupations Instructor

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End of the Year

The end of the school year draws near and it is the time for students to evaluate the Health Occupations program. Student input allows you to consider areas that need improvement. Most instructors are constantly improving and changing their program anyway, but student opinion provides a different perspective. A sample evaluation form is included in this section. Your school district may require that you use a school-wide form.

In addition, final records need to be completed at the end of the year. Documentation of how you determine a student's grade serves as a valuable record for students and parents. You may be asked to make recommendations for acceptance into college programs, employment, or scholarship awards. A sample form to assist you in this task is included. Not all schools have scholarship programs. If yours does, you will now be considering your students' records of accomplishments. This may involve pulling together information from several different sources. The scholarship forms included in this manual exhibit selection criterion used to make the awards.

This form could be copied and used to record each student's grades. It also provides space for comments.

Health Occupations Program
Grading Worksheet

Name: _____ Quarter: _____

Student's Points/Total Points		Percentage		Percentage Weight			Percentage of the Grade Awarded
_____/_____	=	_____	x	Homework and Quiz Grades	25%	=	_____
_____/_____	=	_____	x	Clinical Grades	25%	=	_____
_____/_____	=	_____	x	Written Unit Evaluations	25%	=	_____
_____/_____	=	_____	x	Attendance/Daily Grade (behavior, absences, participation, study habits)	25%	=	_____

GRADE AVERAGE: _____

Number of days absent last quarter: _____

Number of days absent this quarter: _____

Number of days absent this semester: _____

Percentage Grade: _____

Letter Grade: _____

This quarter grade: _____

1st or 3rd Quarter Grade: _____

SEMESTER GRADE: _____

COMMENTS:

This form can be used to gain information from students regarding the usefulness of references and activities.

Program Evaluation Form

I am in the process of planning for next year's class. Your answers on this survey will help me to decide which materials should be ordered and which activities should be repeated. Please indicate how helpful the following materials/activities have been in learning the material. Circle one number for each item.

	NOT HELPFUL		HELPFUL		VERY HELPFUL
Health Care Assistant (text)	1	2	3	4	5
Sorrentino, ***Long Term Care Assistants*** (textbook)	1	2	3	4	5
Kelly, ***Long Term Care Assistants*** (workbook)	1	2	3	4	5
Fong, ***Body Structure & Function***	1	2	3	4	5
Lesson plan study questions	1	2	3	4	5
Videos	1	2	3	4	5
Lectures by instructor	1	2	3	4	5
Practice in Lab	1	2	3	4	5
Guest Speakers	1	2	3	4	5
Clinical Experiences	1	2	3	4	5
Job Shadowing	1	2	3	4	5

Additional Comments: _____

_____

_____

_____

Please answer the following questions. You may use additional paper if needed.

1. What did you like most about this course? Why?

2. What did you dislike most about this course? Why?

3. If you could change one thing about how the class is taught, what would it be?

4. What course content would have helped to better prepare you for the clinical rotations?

Additional Comments:

This form could be completed by students who are interested in applying for a local program-sponsored scholarship.

Health Occupations Scholarship Application

Name _____

Address _____

_____

_____

Social Security Number _____

Career Goals _____

_____

_____

Educational Plan _____

_____

_____

_____

_____

_____

_____

_____

RETURN THIS APPLICATION BY _____

Applicant must be enrolled in an educational program leading to a career in the health field by [date]. Verification of enrollment, financial deposit and attendance must be presented to the [Wonderful Area Vocational School] by September ___, 199__ to receive the scholarship by the end of September. If late, the scholarship will not be available until the end of October.

Selection will be the responsibility of a scholarship committee. This will be a blind selection process; the committee will have only applicants' Social Security numbers. A scholarship committee will select participant by the following criteria.

1. Final grade
2. Performance evaluations (clinical rotation)
3. Attendance
4. Fund raising involvement
5. Application evaluation

This form can be used by the scholarship committee (as indicated on the previous form) to evaluate a candidate for a local program-sponsored scholarship. The instructor should complete the first part before giving to evaluation committee.

Scholarship Applicant Evaluation Form

Completed by Instructor:

SOCIAL SECURITY NUMBER: _____

GRADE _____ %

ATTENDANCE _____ %

PERFORMANCE EVALUATIONS # _____ _____ %

FUND RAISING $ _____

Completed by Scholarship Committee:

1. FINAL GRADE _____ x 25% _____
2. PERFORMANCE EVALUATIONS (clinical rotation) _____ x 25% _____
3. APPLICATION EVALUATION _____ x 20% _____
4. ATTENDANCE _____ x 20% _____
5. FUND-RAISING INVOLVEMENT _____ x 10% _____

EVALUATOR(S) _____

COMMENTS: _____

_____

_____

_____

_____

_____

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This form could be used by the instructor to recommend a student for a scholarship, local or other. You may want to complete one of these for each of your students. It may be several years before a recommendation is needed. This worksheet will refresh your memory and provide details about a student to assist you in writing letters of recommendation.

Scholarship
Instructor Recommendation Form

Student Name: _____ Date: _____

Program Area: _____

Grades: 1st Quarter - _____
2nd Quarter - _____
3rd Quarter - _____
4th Quarter - _____

Days Absent Year to Date: _____

Vocational Student Organization Involvement: _____

_____

_____

Other Activities: _____

_____

_____

Instructor Comment: _____

_____

_____

_____

_____

Instructor Signature: _____

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This example handout contains information the instructor would provide to students one month before the test date for CNA testing.

CNA Testing Information

STATE WRITTEN EXAMINATION:

April 25
50 Multiple Choice Questions (must get 40 correct to pass)

CLINICAL TEST DATES:

Friday, May 9 (Stacey Smith, Jane Green...)
Saturday, May 17 (Bob Elliot, Carol Ward...)
Saturday, May 24 (Bart Brown, Leah Clark...)
Friday, May 30 (Tamara Ross, Rachel Berg...)

WHAT TO BRING ON CLINICAL TESTING DAY:

$12.50 for picture and certificate
CNA Competency sheet
Clinical Rotation Time Sheet
Assignment sheet with client's name and 8 items:

1. Bath
2. Vital Signs (T.P.R. & B/P)
3. Transfer Technique
4. Feeding Techniques
5. Dressing and Grooming
6. Skin Care
7. Handwashing
8. Gloving and Disposal

* *Wear your clinical uniform and name tag. You will be evaluated on professional dress and appearance. You may bring your own stethoscope if you prefer.*

The following is a sample letter to a principal requesting an excused absence for a student taking the CNA exam.

BEST EVER R-III SCHOOL DISTRICT
WONDERFUL AREA VOCATIONAL SCHOOL
02B There Street
Wonderful, Missouri 65222

Date

Dr. Rhonda Thompson, Principal
High Point High School
9921 Lowery Road
Splendor, MO 12345

Dear Dr. Thompson:

This letter is to request that Sara Johnson be excused from classes on May 17, 1996, so that she may complete the examination to become a Certified Nurse Assistant. The testing will take place at Wonderful Care Center, Wonderful, Missouri from 8:00-12:00 noon.

Thank you for assisting Sara Johnson in reaching her vocational goal.

Sincerely,

[ ]
Health Occupations Instructor

This checklist can be used by instructors to keep track of all the paperwork required for nurse assistant certification.

Certified Nurse Assistant Testing Checklist

Student Name	Social Security #	Date of birth	Age	No. Class hours	OJT hrs	NA Comp sheet	Written exam date	Written exam score	Practicum date	Practicum passed	Picture taken	Paid $12.50

The following is a list of certfying agencies for CNA. Students should write to or call the agencies for information on the certification process. Contact the Missouri Division of Aging to obtain any recent additions or revisions to the list.

CNA Certifying Agencies

Earl Carlson, Executive Director Missouri Health Care Association 236 Metro Drive Jefferson City, MO 65109 Telephone: (573) 893-2060 Fax: (573) 893-5248 Contract: CNA, CMT, LIMA, Insulin	Ron Wolf, Director Grand River Technical School 1200 Fair Street Chillicothe, MO 64601 Telephone: (816) 646-3414 Fax: (816) 646-3568 Contract: CNA, CMT, Insulin
Gayle Steiger, Director Missouri League of Nursing Home Administrators 907 Missouri Blvd. Jefferson City, MO 65109 Telephone: (573) 634-5345 Fax: (573) 634-8590 Contract: CNA, CMT, LIMA, Insulin	Delores Musket, Administrator Sunset Nursing and Retirement of Union 400 West Park Union, MO 63084 Telephone: (314) 583-2252 Fax: (314) 583-5299 Contract: CNA
Shawn Bloom, Executive Director Missouri Association of Homes for the Aging 308A Monroe Street Jefferson City, MO 65101 Telephone: (573) 635-6244 Fax: (573) 635-6618 Contract: CNA	Rhona Stanek Ozarks Technical Community College 1417 North Jefferson Springfield, MO 65802 Telephone: (417) 895-7108 Fax: (417) 895-7161 Contract: CNA, CMT
Kevin Edmonds, President Missouri Residential Care Association P.O. Box 1865 Jefferson City, MO 65102-1865 Telephone: (573) 635-8750 Fax: (573) 635-6258 Contract: CNA, LIMA, Insulin	Richard Wells, Director Adult Education Clinton Area Vocational-Technical School 5th and Wilson Streets Clinton, MO 64735 Telephone: (816) 885-6789 Fax: (816) 885-7033 Contract: CNA
Barbara Gerken, Administrator St. Sophia Geriatric Center 936 Charbonier Road Florissant, MO 63031 Telephone: (314) 831-4800 Fax: (314) 831-1825 Contract: CNA	

BEST COPY AVAILABLE

This form could be completed by the examiner or instructor before each student's nurse assistant final examination.

Certified Nurse Assistant Final Examination: Resident Needs Assessment

STUDENT'S NAME _____

RESIDENT'S NAME _____ AGE _____

DIAGNOSIS _____

CONDITION REPORT _____

PROCEDURES:

1.

2.

3.

4.

5.

6.

7.

8.

SUPPLIES AND EQUIPMENT NEEDED:

_____

_____

_____

_____

_____

This survey could be completed toward the end of the program. The instructor may keep the survey for the permanent record.

BEST EVER R-III SCHOOLS
WONDERFUL AREA VOCATIONAL SCHOOL
02B There Street
Wonderful, Missouri 65222

Health Occupations Program
Follow-up Survey

Name: _____ Today's Date: _____

Date of Birth: _____ Age: _____ SS#: _____

Home School: _____

Mother's Name: _____

Father's Name: _____

Home Address: _____

_____

Permanent Address: _____

_____

Telephone Number: _____

Upon graduation, I plan to: _____

_____

_____

Eventually, I would like to become a(n): _____

To accomplish my graduation plans, I have or will: (ACT, applications, acceptance, work, etc.): _____

_____

This summer, I plan to work (as what, where?): _____

_____

The following sample resume worksheet can be used by students to prepare a resume.

Resume Information Worksheet

NAME: _____

ADDRESS: _____

TELEPHONE NUMBER: _____

CAREER OBJECTIVES:

_____

_____

_____

_____

FUTURE EDUCATION PLANS:

_____

_____

_____

WORK EXPERIENCE/DATES OF EMPLOYMENT:

_____

_____

_____

_____

ACTIVITIES AND HONORS DURING 4 YEARS OF HIGH SCHOOL:

_____

_____

_____

SPECIAL OR COMPUTER SKILLS:

HIGH SCHOOL COURSES:

The instructor might wish to write a letter to the superintendent highlighting activities and accomplishments of students. This letter could be a cover sheet for your end-of-the-year summary.

BEST EVER R-III SCHOOL DISTRICT
WONDERFUL AREA VOCATIONAL SCHOOL
02B There Street
Wonderful, Missouri 65222

May 28, 1996

Dr. Juanita Sutherland, Superintendent
Best Ever R-III School District
02B There Street
Wonderful, Missouri 65222

Dear Dr. Sutherland:

I am enclosing a summary of the health occupations program activities this year and what each of our students plans for the future.

Highlights of this year include:

- Julie Smith was elected state parliamentarian for VSO
- 99% of students completed class
- Enrollment increased by 23%
- 20 students became CNA
- 6 students will continue education at a university
- Health occupations continues to be one of the largest employers in our region. Susie Green of Jones Elder Care stated, "I like to hire health occupation students because they are well-prepared."
- One parent, James Calvin, stated, "I was amazed at how challenging the health occupations class was. It was one of the best classes my daughter has taken during high school."

It was challenging to work with the increased number of students. I am looking forward to a great 1996-97 school year.

Sincerely,

[ ]
Health Occupations Instructor

Enclosures

Program Enhancement

This Program Enhancement section contains activities that can make instruction more meaningful and interesting. Program enhancements may be games, group projects, communication activities, and other activities that motivate students and enhance learning. There are some limitations as to which activities can help teach a subject. However, with reasonable constraint, students can interact with the content through well-planned teaching activities.

Activities often consist of unique approaches to difficult subjects, such as death and dying. Young people frequently have difficulty understanding the elderly, and activities and simulations may bring understanding to difficult subjects.

This section contains student recognition ideas that provide students with positive self-images and improve the morale in your program. Student recognition can reward students for a job well-done while motivating other students to reach their highest potential.

Also included in this section are tips for teachers on how to enhance the program. There is information on how to use your advisory committees more effectively. It contains such items as sample letters and agendas that can assist you in building a strong committee. There are also general tips and tips on how to create tests that are fair and challenging.

Teaching with Activities

Research has repeatedly proven that lecture is the least effective method of teaching. Yet, educators have clung to this method for a variety of reasons. Many educators don't have the luxury of time to be creative. Most of the content is very technical and lecture is the only method to ensure that the content is covered in a short amount of time. For these reasons, instructors may be limiting "learning" to absorption, memorization, and recall. The challenge as teachers becomes one of transacting and interacting between the content and the student so that intentional learning will occur.

The imagination of teachers is a key element in using activities to teach. Creating and choosing learning activities that involve teacher and students in active interaction is the goal. By incorporating activities into lesson content (or immediately following), the "teachable moment" is extended. The result is that students experience intentional learning. Games, group projects, films, simulations, guest speakers, field trips, and exploratory activities help to bring content to "life." Activities should be active and thought provoking, imaginative, and creative, but they must relate to the course content to facilitate mastery of competencies.

Activities do not relieve instructors from the responsibility of teaching. In activities, instructors become the facilitators and the students often become the teachers. The activities are cross-referenced to the Unit of Instruction and Competencies identified in the *Health Care Assistant Core* curriculum.

Managing a classroom with students of diverse abilities has always been a challenge to health occupations instructors. Activities will be invaluable when you plan instruction for students who are learning at different rates. Students who complete tasks more quickly can be involved in group work, e.g., designing Health Occupations Bulletin Boards around seasonal or health themes or helping other students with problem areas. Student assignments might even include "students teaching students" so that everyone can succeed. Students who have difficulty in learning content can participate in hands-on activities. Games and crossword puzzles also help frame the learning content for all students.

When planning activities, you must consider the cultural and religious differences of the students in the classroom. For example, when planning for a class sponsored Blood Drive, the instructor may need to plan a different activity for those individuals who cannot participate because of their religious beliefs. To prevent students from inappropriately utilizing this as an excuse for not participating, the instructor should develop a policy that should be in place at the beginning of the school year. The policy might be that the students need to bring a written excuse from a parent in order to be excused from the activity.

Games

Games and simulations can be used to get students actively involved with the content material. The *Into Aging* game is an excellent method of helping young people gain empathy into the issues of growing old. The *Into Aging* game places students in situations where the losses associated with aging become realities.

The Walk-thru-Heart® is a simple game that can be constructed by students themselves. Students can act as red blood cells and can describe what is happening to them as they progress through the cardiac pathway. They can even squeeze through the alveoli in the lungs before they return to the heart. These activities may sound elementary, but teenagers are not too old to learn while having fun with some of these simple activities.

Group Projects

Student group projects are excellent methods to enhance learning. Group work requires students to discuss the content while interacting with other students. Group projects give control to the students in terms of how the project should be completed. Group activities included in this section require group decision-making and accountability. Social skills must be practiced by all group members. However, group work must be structured with measurable outcomes if student accountability is expected. Student group work is not an easy method of instruction. If measurable outcomes are not clearly defined, the instructor would have to measure outcomes subjectively.

It is important for the instructor not to abandon the students involved in group work. Students may have a problem understanding what they are to do or how to get started. The instructor needs to periodically check with the group by asking questions or making statements. "How's it going?" , "That sounds like a good approach!" or, " What do you think?" indicates the instructor is interested.

Group activities are included in this section. These exercises leave much of the responsibility for presenting the lesson content to the group. The instructor facilitates and guides the groups whenever necessary. One method of making group assignments and rotations through the groups is included for your review.

Exploratory Activities

Exploratory activities allow students to participate in hands-on learning experiences. Some exploratory projects are merely examination of lesson content presented in a different context. There are several exploratory activities included in this guide. An example is the dissection of a cow's heart. Dissecting an animal heart to visualize the cardiac structures adds reality to the teaching models used in class. Dissecting a fetal pig may provide understanding that cannot be achieved with words alone. Students are actually able to see body systems. In range of motion exercises, students are able to visualize ligaments and tendons and observe muscular action during range of motion exercises.

Simulations

Simulations have always been used to teach health care skills. The instructor demonstrates the skill and the students return the demonstration. They are learning by seeing and doing. Bathing, feeding, positioning, and other procedures are discussed in class and then reinforced with simulation exercises. Simulations are really great for helping students to gain insight into situations they might never otherwise experience. Creating situations where students can experience deficits in the sensory system or skeletal system provide valuable lessons. The feelings of being unable to see, hear, or care for one's self can be experienced. We have included several activities that can be used to simulate deficits. Simulations such as these teach students how to feel empathy.

An excellent simulation activity is to use the Empathy Belly®. This simulation activity, used during the lesson on reproduction, allows young males and females to experience physical changes during pregnancy.

Communication Activities

Although students spend much of their time talking, they do not realize how often misunderstanding occurs. Communication exercises allow students to experience the breakdown in communication. They discover that listening skills are as important as speaking skills.

This section includes activities that develop communication and observation skills. Several activities require students to articulate their thoughts on paper. Such activities are extremely important in preparing young people for the world of work. Health care workers must be able to observe and report. Writing exercises should be integrated into learning activities as often as possible to strengthen written communication skills.

Anatomy and Physiology Activities

Dissection and identification activities can enhance anatomy and physiology lessons as students visualize body systems and organs. Students should be familiar with the anatomy and physiology of the body systems prior to dissection activities. Filmstrips and videos, combined with lecture, will acquaint students with anatomy and physiology before dissection.

Fetal pigs for dissection can be purchased through Fisher Scientific, listed in the Resource Bank of this manual. Cow and pig hearts can be obtained at little or no cost from your local butcher. Be sure to tell the butcher that you need the entire heart with the great vessels attached.

For heart dissection instructions, refer to an anatomy textbook with steps of procedure or refer to the July/August 1974 issue of *Basic Science Review*. The article is entitled "Dissection of a Beef Heart with Clinical Correlations" by Burrell and Fuller.

A sample activity for teaching aging issues follows.

Activity for Teaching Aging Issues

Unit F: Life Stages
Competencies: F001, F002, F003, F004

PURPOSES:

This game allows students to gain insight about how the elderly feel about loss and dependency. The objectives outlined for play of the game are:

1. To gain awareness of the challenges of late adulthood
2. To gain empathy and insight into the problems of late adulthood
3. To develop a more positive outlook on aging
4. To develop strategies for change on a personal and societal level that will have a positive impact on aging

EQUIPMENT & SUPPLIES:

1. *Into Aging* game
2. Three tables or areas for students

"INTO AGING"
Understanding Issues
Affecting the Later Stages of Life

The game requires three different areas. A Game Overall Director (G.O.D.) is assigned to each area. The G.O.D. can be a student or instructor.

Area One: represents an independent life style of some sort. The directions describe this area as being "one's home, apartment, condominium, or independent life style in a retirement village." Every player begins in this area with a deck of "identity cards." "Identity Cards" represent the elderly person the student will represent in the game. Cards include the following:

- Name sticker
- Occupation card
- Three pennies (Income)
- Residence card
- Three favorite possession cards
- Five self-image cards
- Age card

Players take turns choosing a consequence card from the G.O.D. and must follow the directions.

Area Two: represents semi-dependent life styles. This may mean living with a family member, a retirement village that provides some services, or attendance at an adult day care center. The student enters Area Two when a consequence card no longer permits the player to remain at the independent level. Players will remain at this level until circumstances require that they return to Area One or go on to Area Three.

Area Three: represents total dependent care, as in a nursing home. Each player will forfeit all but one income token and one self-image cared. If a player dies in the course of the game, they automatically move to the cemetery and are out of the game. Points are totaled as the "All-Timed Score." This represents the social value placed on the individual.

It is sometimes difficult for young people to empathize with the elderly. They often have preconceived ideas about aging and images of nursing homes that cause them to avoid professions that care for the elderly. This game teaches students about aging in a way that a lecture may never achieve.

This game can be purchased through:

SLACK Incorporated
6900 Grove Road
Thorofare, New Jersey 08086

In this project students work in five different groups.

Group Projects to Accompany Infectious Disease Lessons

Unit D: Concepts of Microbiology
Competencies: D001, D002, D003

PURPOSES:

1. To teach students to work effectively in groups
2. To allow students to gain leadership experience
3. To understand the infectious process and methods of control

EQUIPMENT & SUPPLIES:

1. Group assignment sheets
2. Unit IV
3. Instructor generated worksheet
4. "Group Projects Score Sheet"

ACTIVITY:

Divide students into five groups. Each group receives an assignment sheet with presentation topics. Students are to create a fun and interesting way to present the topics to the class. The instructor evaluates each group's outcome according to the criteria on the score sheet.

Directions for Students:

This group project is worth 100 points. Your grade is based on participation using positive social skills, following directions, fully completing tasks, and productive use of group meeting time, creativity, and resourcefulness.

Assign roles to each member, such as leader, researcher, and reporter. The reporter will present most of the project.

For each of the topics below, create a fun and interesting way to learn them. You will present your method to the class. Be sure to add a measuring tool, such as a quiz, to find out what your classmates have learned.

You will be tested on the information presented by all groups. Don't forget to take notes on the other groups' presentations!

GROUP 1

Topics:

1. Terms in Unit IV, Lesson Plan 1
2. Classifications of microorganisms
3. Major groups of pathogenic microorganisms
4. What diseases each of the following bacteria types cause: Staphylococcus, Streptococcus, and Bacillus
5. Instructor generated worksheet

✂ ----------

GROUP 2

Topics:

1. Explain the methods of transmission, Unit IV, Lesson Plan 2
2. Explain the portal of entry and portal of exit.
3. Terms in Unit IV, Lesson Plan 2
4. Geri-Germ links, see Unit IV, Lesson Plan 2
5. Instructor generated worksheet

✂ ----------

GROUP 3

Topics:

1. Terms in Unit IV, Lesson Plan 3
2. Medical Asepsis vs. Surgical Asepsis
3. Body Substance Precautions
4. Respiratory isolation techniques
5. Instructor generated worksheet

GROUP 4

Topics:

1. Definition of AIDS, include name of virus, Unit IV, Lesson Plan 4
2. Symptoms of AIDS and how it is acquired and spread
3. Misconceptions regarding the transmission of AIDS
4. Treatment of AIDS
5. Instructor generated worksheet

✂ ----------

GROUP 5

Topics:

1. Differences between Hepatitis A and Hepatitis B, Unit IV, Lesson Plan 5
2. How hepatitis is spread
3. Preventing the spread of hepatitis
4. Employee rights if exposed to hepatitis
5. Instructor generated worksheet

This sample score sheet can be used to grade group projects.

Group Projects Score Sheet

Group: _____

Members:

(1) _____

(2) _____

(3) _____

Roles:

(1) _____

(2) _____

(3) _____

Score Breakdown:

Goal	Points Possible	Points Received
Fully Completed Tasks	50	
Equal Participation	10	
Using Positive Social Skills	10	
Ability to Follow Directions	10	
Positive Use of Time/Meeting Time Requirements	10	
Creativity and Resourcefulness	10	
Total Score	100	

There is a total of 100 points possible for the group, and all members will receive the same score.

This is a sample exercise used to teach the muscular system. In this activity, students learn to identify the muscles.

Anatomy and Physiology Enhancements for the Muscular System

Unit E: Anatomy & Physiology
Competencies: E008, E009

PURPOSES:

1. To visualize muscles that are almost identical to human muscles
2. To identify muscle ligaments and tendons
3. To identify muscles
4. To observe the action of muscles during CD-ROM exercise

EQUIPMENT & SUPPLIES:

1. Purchased fetal pig
2. Wooden picks or instruments to touch the tissue
3. "Slickies" or enlarged, laminated pictures of muscles
4. Computer worksheets
5. CD-ROM exercise
6. Dry erase or overhead markers

Students work in groups through four different areas. They are assigned to different groups to broaden their experience of working with others. Each group will work through four sections of this exercise: computer worksheets, fetal pig muscle visualization, identification of muscles on slickies, and a CD-ROM activity. Each student receives a group assignment sheet for the month. An example assignment sheet is included on the following page.

WELCOME TO THE MUSCULAR SYSTEM

Remain in your group the 20-minute period designated for the activity. Please use your time wisely. Your daily grade will be awarded by how well you cooperate within your group.

Date	Computer Worksheets	Fetal Pig	Slickies	CD-ROM
Week 1	A	B	C	D
Week 2	D	A	B	C
Week 3	C	D	A	B
Week 4	B	C	D	A

YOUR GROUPS ARE:

AM

A. JAMIE, LACEY, & BILL
B. AMY & SARA
C. KENSEY, LORI, & KATHY
D. DARLENE & LINDA

PM

A. LYNETTE, ROBIN, & JO
B. KELLY & DARLENE
C. AUDREY & MARSHA
D. RICK & CARLEY

This is a sample exercise used to teach the muscular system. In this activity, students identify muscles through self-exploration.

Anatomy and Physiology Activity for the Muscular System: Find the Muscle

Unit E: Anatomy & Physiology
Competencies: E008, E009

PURPOSES:

1. To identify muscles
2. To identify movements caused by contraction

Using HO 3 in Unit V, LP 7: Answer the following questions as a group activity.

1. Firmly flex your forearm. Determine the location on the arm at which a muscle gets tense and enlarges. Name the muscle.

---

2. Place your forearm on the desk with palm facing up. Attempt to extend your forearm. Locate muscle on the upper arm that is tense. Name the muscle.

---

3. While standing with your side to a wall, press the entire length of your arm firmly against the wall. Locate the area of tense muscle. Name the muscle.

---

4. Examine the lower legs while on tip toes. At what location does your lower leg muscle tense and enlarge? Name the muscle.

---

5. Forcefully flex your foot and locate the position of a tense muscle on your lower leg. Name the muscle.

---

6. Turn your head to your far left or right. Note the location in your neck where muscle becomes visible. Name the muscle.

---

7. Place your hand on the top of your shoulder to the left or right of the base of the neck. Shrug shoulders straight up. Name the muscle that tenses.

---

8. Place your left hand on the right side of your chest. Now draw or move your entire right arm across the chest and feel the muscle tense. Name the muscle.

_____

9. Place your hand on your thigh and raise your knee up and hold it for 15 seconds. What muscle tenses?

_____

10. Place your hands on either side of your partner's vertebral column, with your partner's arms raised above his or her head. Note the muscle contraction in the back when your partner lowers his or her arms. Name the muscle.

_____

Find the Muscle

ANSWER KEY:

1. Bicep
2. Tricep
3. Deltoid
4. Gastrocnemius
5. Tibialis anterior
6. Sternocleidomastoid
7. Trapezius
8. Pectoralis major
9. Rectus femoris
10. Latissimus dorsi

This is a sample activity used to teach the skeletal system. In this activity, students learn the skeletal system by labeling a skeleton.

Anatomy and Physiology Enhancements for the Skeletal System

Unit E: Anatomy & Physiology
Competencies: E008

PURPOSES:

1. To visualize the articulation between skeletal bones
2. To identify types of bones

EQUIPMENT & SUPPLIES:

1. Skeleton
2. Small, tape-coated cards
3. Sticky-tack
4. Dry erase or overhead markers
5. CD-ROM of the skeletal system
6. Instructor generated skeletal system identification worksheets
7. Instructor generated skeletal terminology worksheets

PREPARATION:

Write the names of the bones you want students to identify on 2" x 3" pieces of index cards or poster board. Laminate or tape-coat the cards for future use.

ACTIVITY:

Divide students into small groups. Ask students in one group to affix the laminated cards to the appropriate bones. While the first group identifies bones on the skeleton, other small groups should complete worksheets, study skeletal terminology flash cards, or do a CD-ROM activity where students identify bones on the computer. A sample assignment sheet appears on the following page.

WELCOME TO THE SKELETAL SYSTEM

Assigned groups are listed below. Please remain in your group during designated group time. Activities will be rotated every 20 minutes or so. You will be given 20 points per day for appropriate behavior during group time. These points will also be taken away for inappropriate behavior. Please use your time wisely. The "Group of the Day" will be awarded 5 extra credit points daily. The number of that group will be posted on the board at clean-up time.

WORKSHEETS	SKELETON	SKELETAL TERMINOLOGY FLASH CARDS	CD-ROM
1	2	3	4
4	3	2	1
3	4	1	2
2	1	4	3

YOUR GROUPS ARE:

AM

1. JAMIE, LACEY, & BILL
2. AMY & SARA
3. KENSEY, LORI, & KATHY
4. DARLENE & LINDA

PM

1. LYNETTE, ROBIN, & JO
2. KELLY & DARLENE
3. AUDREY & MARSHA
4. RICK, CARLEY, & SAM

This is a sample activity used to teach the cardiovascular system. In this activity, students learn about the cardiovascular system by tracing the cardiac output pathway.

Anatomy and Physiology Activity for the Cardiovascular System

Unit E: Anatomy & Physiology
Competencies: E010, E011

PURPOSES:

1. To reinforce the teaching of cardiac blood-flow through the heart
2. To distinguish the pathway of oxygenated blood from non-oxygenated blood through the heart
3. To explain the functions of the heart

EQUIPMENT & SUPPLIES:

1. Red and blue electrical tape
2. Heart outline from the American Heart Association
3. Pencil and paper
4. Newsprint or a large piece of paper

Use red and blue electrical tape and the heart outline from the American Heart Association
to create a Walk-thru-Heart® on the floor. The outline must be large enough for students to actually step into each chamber of the heart. The four chambers, the four main blood vessels, and the four valves need to be depicted. Students walk into a chamber and cannot proceed until they have correctly identified the chamber by name (the instructor needs to develop the rules of progression prior to presenting the activity).

After students have verbally identified the correct heart structures, they are given a sheet of paper with the heart outline. They are to write the correct medical terms and spell them correctly. Students must also tell which side of the heart carries oxygenated and unoxygenated blood.

A variation of this activity can be to have students draw the heart and the circulatory pathway on a large piece of paper (e.g., newsprint).

This excellent idea, provided by the American Heart Association, is great for reinforcing the learning of the cardiac output pathway, teaching terms associated with cardiovascular system, and teaching the spelling of medical terms. Look for the address and phone number of the American Heart Association in the Resource Bank of this manual.

This is a sample activity used to teach the circulatory system. In this activity, students learn about the incompatibility of different blood types by observing an instructor demonstration. This activity may be modified so that students can lead the activity.

Anatomy and Physiology Activity for the Circulatory System

Unit E: Anatomy & Physiology
Competencies: E011

PURPOSES:

1. To reinforce the incompatibility of different blood types
2. To identify the blood types that can be transfused to other blood types

EQUIPMENT & SUPPLIES:

1. Eight glasses of water
2. Four ounces of milk
3. Red food coloring
4. Blue food coloring

A- = Red clear water	A+ = Red milky water
B- = Blue clear water	B+ = Blue milky water
AB- = Purple clear water	AB+ = Purple milky water
O- = Clear water	O+ = Milky water

STEPS OF PROCEDURE:

- Add one ounce of milk to four glasses of water. (This represents Rh positive.)
- Add a few drops of red food coloring to one glass of water and to one glass of milk tinted water.
- Add a few drops of blue food coloring to one glass of water and to one glass of milk tinted water.
- Add a few drops of red and blue food coloring to one glass of water and to one glass of milk tinted water.
- Leave one clear and one milk tinted water.

The students can visualize the incompatibility of certain blood types and identify which blood types can be transfused to other blood types.

This sample activity is used to teach the female reproductive system. In this activity, students learn about pregnancy by wearing an apron that simulates pregnancy.

Anatomy and Physiology Enhancements for the Reproductive System

Unit E: Anatomy & Physiology
Competencies: E023

PURPOSES:

1. To experience the physiological changes through the three trimesters of pregnancy
2. To experience the limitations and restrictions of pregnancy
3. To gain insight into the physical experience of being pregnant, whether or not the student is male or female

EQUIPMENT & SUPPLIES:

1. The Empathy Belly® from Nasco Corp.
2. Water - to be added as pregnancy develops further
3. Weights to be added to simulate a developing fetus

The Empathy Belly®, an apron used to simulate pregnancy, is worn for one class period. During this period of time, weights are added to simulate the developing fetus. Water can be added to simulate breast development. Some of the discomforts of pregnancy are actually experienced. Students can be given certain activities to perform, such as picking up small articles off the floor during the last trimester.

The Empathy Belly® is available from:

Nasco Corporation
901 Janesville Ave.
Fort Atkinson, Wisconsin 53538-0901
1-800-558-9595

The following activity will allow students to observe the functions of the respiratory systems.

Anatomy and Physiology Enhancements for the Respiratory System

Unit E: Anatomy and Physiology
Competencies: E012, E013

PURPOSES:

1. To visualize lung and trachea
2. To observe the inflation and deflation of the pig's lungs

EQUIPMENT & SUPPLIES:

1. Pig lungs with trachea attached
2. Giant pixie stix®
3. Gloves for students and instructor
4. Protective clothing for students and instructor

ACTIVITY:

1. Affix the pixie stix® into the pig trachea. Blow into the pixie stix® and observe lung inflation and deflation.
2. Have students observe and feel the structures of the lungs and trachea.

The following sample activities are used when teaching the respiratory system, as well as the effects of smoking on the lungs.

Anatomy and Physiology Activity to Discourage Tobacco Use

Unit E: Anatomy & Physiology
Competencies: E012, E013

The American Lung Association sponsors a program titled, Teens Against Tobacco Use (T.A.T.U.). In this program, the health occupations students present the effects of smoking to children ages 9-12. Health occupations students have enjoyed these activities very much. Activities include making a smoking machine to demonstrate what is in a cigarette, analyzing tobacco ads and exposing the hidden messages, and planning a community advocacy project.

The American Lung Association has many other activities in which health occupations students teach younger students the dangers of smoking. For more information, contact the American Lung Association. Refer to the Resource Bank section in this manual for the address and phone number.

In addition to the American Lung Association activities, the following activities can be used to supplement respiratory system activities and lessons:

- Have someone, not a student, blow smoke into a coffee filter to show the effects of smoking on the lungs.
- Have students breathe through a cocktail straw to show decreased oxygen availability.

This is a sample activity used to teach the digestive system. This activity helps students to understand how the digestive system works.

Anatomy and Physiology Enhancements for the Digestive System

Unit E: Anatomy & Physiology
Competencies: E005, E006

Discuss this poem with your class. Provide a diagram of the digestive system to demonstrate how digestion works.

THE DARK JOURNEY

I am a little piece of toast,
About to take a trip, I boast.
Mixed with saliva, and mangled by teeth,
Why there's the uvula, I'll slip beneath.
Into the pharynx, the epiglottis in view,
It swings aside to let me through.

Down the tube, called the esophagus,
The cardiac valve lets me through with no fuss.
Into the stomach, right on time,
To be mixed with juices, now I'm Chyme.
Pyloric sphincter, the exit gate,
To the duodenum, I mustn't be late.

The pancreatic juice and bile,
Will join me here, and in awhile,
They'll work me over, and change me about.
Then I'll continue along my route.
Through the jejunum and ileum too,
Tickled by villi as they push me through.

The ileocecal sphincter is next,
Into the cecum, I can see the appendix.
But I won't stop, I'll just go on,
Up into the ascending colon.
Around the hepatic flexure I go,
And after that climb, I'm a little slow.

The transverse colon now lays ahead,
But the splenic flexure is what I dread,
For then I go down through the colon descending,
Which only means that my journey is ending.
I zig and I zag, through the sigmoid at last.
Through the rectum and anus, my journey is past.
From a piece of toast, all chopped to pieces,
I end up now, being only feces.

Author Unknown

In the following sample activities, students experience what it is like to have sensory disabilities. These activities help students in communicating with clients who have sensory disabilities.

Activities to Simulate Clients with Sensory Disabilities (Blindness, Glaucoma, Hearing Impairment, Partial Paralysis)

Unit E: Anatomy & Physiology
Competencies: E016, E017

PURPOSES:

1. To experience how it feels to have a sensory impairment or to be physically disabled
2. To practice care techniques for clients with impairments or disabilities

EQUIPMENT & SUPPLIES:

1. Old prescription eyeglasses
2. Vaseline®
3. Cotton balls or ear plugs
4. Ace wraps
5. Gelatin or baby food

For clients with visual impairments:
Half of the students simulate having a disability like blindness, glaucoma, or cataracts by using such items as old eye glasses for students who do not wear glasses. Vaseline® can be placed on the lenses of those students who normally wear glasses. The purpose is to distort vision, not totally obliterate it.

For clients with hearing impairments:
Cotton balls or ear plugs can be used to diminish hearing. Students working with those who are NOT simulating the disability should be instructed to raise their voices and speak very rapidly to exhibit how not to be effective when communicating with the hearing impaired. Methods to communicate effectively should be reinforced.

For clients with physical disabilities:
Use ace wraps to immobilize body parts. A student with an arm and leg immobilized can be instructed to get out of bed without assistance. Of course, someone must be close for safety purposes. You might even try this with the bed rail up to make the task more difficult and to exhibit how dangerous this is for clients who are physically impaired.

Have a student act out a disability then pair them with another student who is to assist or feed the student with a disability, depending on their handicap. If the student acts visually impaired or has a swallowing impairment, they are fed baby food or gelatin. If the disability is blindness, place the food just out of the reach of the student who is acting blind and tell them their tray is in front of them, but not exactly where it is. If both arms are immobilized, place the tray just out of reach of the student and tell them to feed themselves.

BEST COPY AVAILABLE

In this sample activity, students experience what it is like to be blind. This activity helps students in communicating with clients who are blind or who have visual limitations.

Anatomy and Physiology Activity for the Sensory System

Unit E: Anatomy & Physiology
Competencies: E017

PURPOSES:

1. To experience (to a degree) what it is like to be blind
2. To experience how it feels to be dependent upon another person
3. To learn safety precautions involved when caring for a client who is blind

EQUIPMENT & SUPPLIES:

1. Each student is to bring in a bag with 30 small objects in it
2. Blindfolds
3. Food and drink

ACTIVITY:

Each student brings in a bag with 30 small objects, nothing dangerous or sharp. The students are blindfolded and the bags are mixed up and redistributed. Students are to identify the objects. After this activity, part of the students remain blindfolded. They are assigned partners. The "seeing" partner guides the blindfolded student through the school up and down stairs and outside. The activity may also include an eating exercise in which students must eat while blindfolded and identify the foods they are eating.

This is a sample exercise used to test observation skills. This activity helps students to build more acute observation skills.

Activity for the Communication Unit: Observation Skills

Unit B: Communication and Observation Skills
Competencies: B001, B002

PURPOSES:

1. To develop more acute observation skills
2. To assist students in articulating their thoughts on paper
3. To promote good nutrition

EQUIPMENT & SUPPLIES:

1. An apple for each student participating in this activity
2. "How Well Do You Know Your Fruit" worksheet

Give everyone an apple and a copy of the worksheet which appears on the following page. Allow the students 5 - 10 minutes to answer the questions on the worksheet. They usually come up with some fairly creative answers! Gather up all the apples in a basket and see if the students can pick "their" apples out of the basket.

Then wash and EAT the apples!

HOW WELL DO KNOW YOUR FRUIT?

1. What did you name your fruit?

_____

2. What did it look like?

_____

_____

3. Did it have distinguishing characteristics? If so, list them.

_____

4. What was its personality?

_____

_____

5. What did it smell like?

_____

6. What did it feel like?

_____

7. What sounds did it make?

_____

8. What do you think it might taste like?

_____

9. Could you pick it out of a crowd?

_____

This is an instructor's copy of a sample activity used to test communication skills. This activity demonstrates the importance of effective communication.

Communication Activity

Unit B: Communication and Observation Skills
Competencies: B001

PURPOSES:

1. To experience the frustration of trying to perform a task without the benefit of effective communication skills (e.g., feedback and non-verbal communication)
2. To experience the effectiveness of questioning and validating

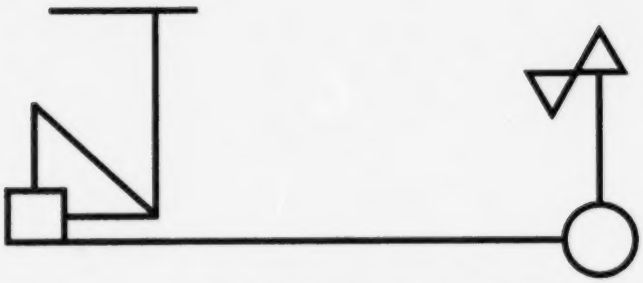
EQUIPMENT & SUPPLIES:

1. Geometric patterns
2. Two chairs
3. Pencil and paper (or a chalkboard so that the students can see the progress in duplicating the pattern as it is being done)

ACTIVITY:

1. Have two students sit back-to-back in chairs.
2. Provide one student (receiver) with a clipboard, a blank sheet of paper, and a pencil.
3. Provide the second student (sender) with Geometric Pattern #1.
4. Have the sender describe the geometric pattern to the receiver who draws what is described. The receiver may not speak during this exercise.
5. Compare the receiver's drawing to the original.
6. Repeat this activity with Geometric Pattern #2. Roles should be switched in the second activity; the sender in the first activity should now be the receiver and the receiver should be the sender.

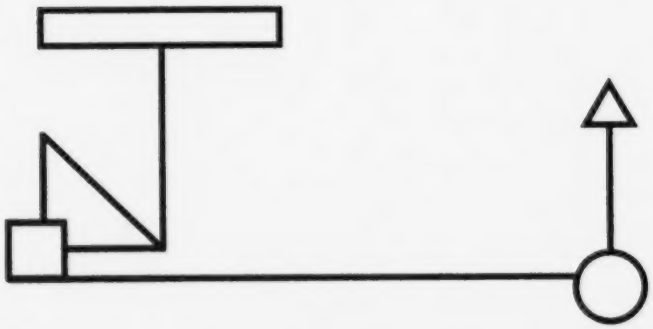
Geometric Pattern #1



One-way Sender Instructions

Study the pattern. Sitting behind your receivers, you are to verbally instruct them how to draw this *geometric pattern*. You may not gesture nor show them the pattern.

Geometric Pattern #2



Two-way Sender Instructions

Study the pattern. Sitting in front of your receivers, you are to verbally instruct them how to draw this *geometric pattern*. You may not gesture nor show them the pattern.

This activity is used to enhance the communication unit. It demonstrates the importance of effective communication and following directions.

Communication Activity: Instructions

Unit B: Communication and Observation Skills
Competencies: B001

PURPOSES:

1. To understand the importance of effective communication
2. To understand the importance of following directions

EQUIPMENT & SUPPLIES:

1. Paper

ACTIVITY:

This exercise requires listening to and following directions. As you hear the oral instruction, perform the requested task. For this activity, you will need one reader, one or two observers, and the rest of the students to complete the instructions located below. At the completion of the activity, ask the observer to complete the worksheet on the following page and share his or her observations with the class. Then allow participants to describe their feelings about the communication activity.

1. No one may ask questions during this activity.
2. You may only use the materials given to you for the exercise.
3. You must close your eyes during the activity - no peeking.
4. Fold your sheet of paper in half.
5. Tear off the upper right hand corner.
6. Fold your paper in half again.
7. Tear off the lower right hand corner.
8. Fold your paper in half.
9. Tear off the upper left hand corner.
10. Fold in half a final time.
11. Tear off the lower left hand corner.
12. Unfold your paper and hold it up.
13. Open your eyes, look at your product and compare it with the other participants' products.

COMMUNICATION OBSERVERS WORKSHEET

1. What did you observe about the communication as the communicator read the instructions?

2. What did you observe about the communication as the listeners follow the directions?

3. Were all the finished projects exactly the same? Why not?

4. Did you note any frustration on the part of the listeners?

5. Did you note any frustration on the part of the communicator?

6. Write more effective instructions.

This is a sample exercise used to teach nutrition. In this activity, students learn the importance of good nutrition.

Activities That Can be Used When Teaching Nutrition

Unit E: Anatomy & Physiology
Competencies: E007

PURPOSES:

1. To compare student's diet habits to USDA recommendations.
2. To calculate total calories and percentage of calories from proteins, carbohydrates, and fats.
3. To utilize nutrition resources.
4. To predict ways to improve personal diet habits.

DAILY INTAKE NUTRITIONAL ASSESSMENT TOOL

INSTRUCTIONS

1. INTAKE: record everything you eat or drink for one ordinary day except water.
2. CHO / PRO/ FAT: record how many grams of carbohydrate (CHO), protein (PRO), or fat was contained in each food. This information is available on the food label or in classroom references.
3. GM TOTAL: add each column of CHO, PRO, and FAT to determine how many grams you consumed of each.
4. CAL/GM: there are 4 calories in each gram of CHO and PRO. FAT has 9 calories per gram. These have already been entered.
5. TOTAL CAL/GROUP: Multiply your GM TOTAL by CAL/GM factors to learn how many calories you consumed in each group. Record your results in the row of boxes labeled TOTAL CAL/GROUP.
6. TOTAL CAL: add the TOTAL CAL/GROUP boxes to determine the total calories consumed.
7. % OF DIET: Use the numbers in the TOTAL CAL/GROUP and TOTAL CAL boxes to calculate the percentage of your diet that is made of CHO, PRO, and FAT.
8. USDA REC: look up the current recommendations for CHO, PRO, and FAT in your diet and look up the USDA recommendations regarding servings per day and record them.
9. As you record your intake, make a tally mark in the bread, veg., fruit, etc. column as appropriate.
10. Add the tally marks going down the page to determine how many servings of milk, etc., you have consumed.
11. On another piece of paper, compare your diet to the USDA recommendations for servings, calories, CHO, PRO, and FAT. Describe in *very specific* terms how you can improve your diet. Give examples of foods that you could add or delete from your diet.

Bon Appétit ! ! ! !

DAILY INTAKE NUTRITION ASSESSMENT TOOL

INTAKE	CHO	PRO	FAT		BREAD	VEG	FRUIT	MILK	MEAT	OTHER
GM TOTAL				TOTAL SERVINGS						
CALS/GM	4/gram	4/gram	9/gram							
TOTAL CAL/GROUP	+	+	+	= TOTAL CAL						
% OF DIET										
USDA REC.				USDA REC.						

Student Recognition Ideas

Everyone wants to be recognized for a job well-done! Public recognition is a reward beyond a good grade. It fosters a positive self-image and is an excellent motivator for students to keep up the good work. Students do not perceive unfounded rewards as valuable, so educators must be careful to honor students when they truly deserve recognition. When developing methods to recognize student achievement, the most important element is to clearly establish criteria for selection. This must be done carefully and fairly. Ideally, there should be some way in which every student gains recognition after he or she has earned it.

Awards Ceremony

Awards ceremonies usually occur in May for students who have exhibited improved attitude, perfect attendance, outstanding achievement, and so forth. There may be a separate recognition for students who have achieved perfect attendance. Monthly attendance prize drawings for students with perfect attendance is another method of recognizing outstanding students. You may solicit prizes from local businesses, or the prize may consist of some special privilege within the program.

You Were There

Pictures taken of students on field trips and clinical rotations can be used for special recognition. When a student earns recognition, his or her picture can be placed on a poster board and placed on a bulletin board in an area for all to see. Under the student's picture, write a brief description of his or her achievement. This is also an excellent tool for recruiting students into the program.

Efficiency Notices

Efficiency notices, not deficiency notices, are excellent tools to let students and parents know their progress in a positive manner. It promotes a positive self-image for the student to be recognized as efficient. These notices could be included in the criteria for selecting the Student-of-the-Month, e.g., a specific number of efficiency notices are required for the student to be eligible for selection.

Hug & Kisses Candies

Have you ever had a bad day? Didn't you feel better when someone gave you a hug? Well going around hugging and kissing may not be appropriate for your students every time they deserve it or when they need it. However, a candy chocolate kiss or hug will do the same thing! Just put a few in your pocket, you never know when you'll need some.

Parent Newsletter

If you have a Health Occupations Newsletter, you already know the rewarding value it has for students and parents. Students feel really special about seeing their names in print, especially when they know their parents are going to see it too. You may send out newsletters as infrequently as once a year or more often if you have the time. It keeps parents and the community informed to the unique things their young people are doing in your class. You can easily put one together on a computer. Have your students write the articles that describe their projects using programs such as WordPerfect® or PageMaker®. Remember that grammar, spelling, and sentence structure count as we integrate academics. They will love it. There is a sample newsletter included in this section for you to get the idea!

Display Mastery Of Competencies

Displaying charts that exhibit mastery of competencies can be used to recognize students. Students are allowed to fill the appropriate slots when competencies are completed with a score of at least 80%. The table below is an example of how you may design your chart.

	Alex Gwinn	Leah Krauss	Tina Fisher	Curtis Bishop	Hwa Chan	Khesha Hart
A. Competency	★	★		★	★	
B. Competency	★	★	★	★		★
C. Competency		★	★	★	★	★
D. Competency	★		★	★	★	★
E. Competency		★			★	★

Display Second-year Student Pictures

Contact a local photographer (possibly someone who takes the local sports team pictures) to take a group picture of your class, in uniform as well as individual shots. These are usually fairly inexpensive and can build team camaraderie. Individual wallets can be traded between class members and are much less expensive than senior pictures.

Two-year programs may recognize junior students who are returning to the Health Occupations program as seniors. One program places large poster-type pictures of students who are returning on the school bulletin board.

Birthday Banners

Computer banners can be used in the classroom to celebrate student birthdays. This helps to recognize every student at least one day of the school year.

Student-of-the-month

Student-of-the-Month can be done program-wide or school-wide. If the Student-of-the-Month campaign is school-wide, the area school probably has the criteria established. However, if this is program-wide, then the instructor should establish his or her own criteria for selection. The criteria for selection can be established to keep your accelerated students motivated as well as those who are struggling.

Secondary learning can be an added benefit if you have a group of students establish the criteria for selection. This democratic process also encourages genuine participation and empowers students to be involved in decision-making. Students develop problem-solving skills as they work in groups to establish the criteria for selection.

This project must, of course, have administrative approval. Decisions must be made regarding the rewards for being selected Student-of-the-Month. Does the title carry any special privileges? Is there a certificate or other form of recognition? What incentives are there for a Health Occupations student to being selected? This could be a good activity for your Health Occupations Advisory Committee to become involved in.

Two of the ways that winners can be acknowledged are by the school sending a picture and a résumé of the Student-of-the-Month to the local paper or by the winner receiving a plaque at a short reception. Fund-raising activities could pay for any expenses that occur.

Toot Your Flute Special

This activity is similar to the Student-of-the-Month. The student's name and photo are placed on the school bulletin board, along with a description of his or her achievement. The student could also receive a school t-shirt, if possible.

Outstanding Student

One student is selected per program school-wide. The instructor ranks the class by grades, attendance, work habits, and extracurricular activities. After the group is narrowed down to three students, the students are interviewed by a Partners-In-Education representative. The winner receives a plaque at a recognition program.

I Can Club

This activity is done with Partners-In-Education. One student is recognized each class quarter. The student and his or her parents are invited to a breakfast, and the student is given a t-shirt. The breakfast may be at the school or at the Partners-in-Education location.

A nomination form could be used to select the student who deserves this recognition. A sample form is included in this section. This is a great motivator and it recognizes students who are striving for success.

Class-generated Scholarship

This scholarship is generated from the fund-raising activities after uniforms have been purchased. The selection of the recipient of the scholarship is not based upon economic need. The sample application form included in this manual is based on a five-point criteria for selection:

- Academic evaluation
- Performance evaluations
- Attendance
- Fund-raising involvement
- Application evaluation

A sample application form is included in this manual.

"You Were Great Today" Note

We often fail to tell students that they did a good or great job. A simple little note saying just those words will never be forgotten if they are well-spaced and well-deserved. A computer-generated note card, like the one below can be folded and given to students. Add a few words explaining what the student did that made this day stand out from others. Be careful to not overuse the card. Students who receive this card will feel a sense of accomplishment. Those who do not receive one will be motivated to improve their performance so that they may receive one in the future.

	You Were Great Today !! Health Occupations Program Wonderful Area Vocational School Wonderful, Missouri

The following is a sample I Can Club nomination form. The "I Can Club" can be sponsored by your school's Partners-in-Education.

I CAN CLUB
Nomination Form

Eligibility: The student who demonstrates outstanding cooperation, self-motivation, preparedness, positive attitude, dependability, and also works to capacity

The I Can Student will:

1. Be on time.
2. Be prepared with paper, pen, and homework.
3. Be courteous to adults and classmates.
4. Be positive, alert, and eager to learn.
5. Work independently and/or cooperatively with everyone.
6. Accept responsibility for behavior, materials, and learning.
7. Follow directions from instructor.
8. Display qualities of a good leader.
9. Respect the rights and property of others.
10. Strive for success.

Nominee's Name:			
Course:	Hour:	School:	Hall:
Parent's Name/Address:			Zip Code
Teacher's Name:			Date:

Why do you feel this student should be admitted into the I Can Club?

_____

_____

_____

_____

_____

Please return this form to your teacher. Your teacher will turn in the final nomination to _____. Thank you!

A sample Health Occupations Newsletter follows.

HEALTH OCCUPATIONS

November 1996 Volume 1 Issue I

1ST QUARTER "A" HONOR ROLL

AM STUDENTS: Della Aymes
April Amos
Ginger Drake
Tina Evans
Dawn Hearns

PM STUDENTS: Tim Smart

1st QUARTER PERFECT ATTENDANCE

AM STUDENTS: Amy Barker
Tina Cooper
Juanita Tote
Della Aymes
Tina Evans

PM STUDENTS: Sandy Mohr
Tim Smart
Christy Smith

1995-96 VICA OFFICERS

The 1995-96 Health Occupations Class is proud to announce that they have 100% membership in the Vocational Industrial Clubs of America (VICA) for both the AM and the PM classes. Both classes also managed to capture offices in the club, they include:

AM VICA OFFICERS:

PRESIDENT - Ginger Drak
VICE-PRESIDENT - Amy Barker
SECRETARY - Amanda Brewster
TREASURER - Marlene Martin
REPORTER - Holly Cowder
PARLIAMENTARIAN - Joe Martinsen
HISTORIAN -Della Aymes
ROOM REP. - Tina Evans

PM VICA OFFICERS:

PRESIDENT - Darren Stewart
VICE-PRESIDENT- Sandy Mohr
SECRETARY - Christy Smith
TREASURER - Marla Jones
REPORTER - Carolina Cower
PARLIAMENTARIAN - Tim Smart
ROOM REP. - Bill Spenser

This is the First Issue of the Health Occupations Newsletter. We hope it will be informational and enjoyable.

Program Enhancement, page 6.53

CLINICAL ROTATIONS BEGIN

The Health Occupations students began their clinical rotation on October 23, 1995. The students will be visiting 15 professionals in our community and at the Wonderful Medical Health Center. The emphasis for this rotation is for the student to gain information about different health professions to decide what they would like to specialize in, in the future. It is equally important for the student to realize which jobs they are not well suited. The students wear a uniform to clinical consisting of a purple scrub top and pants and a red name badge. It is recommended that they possess a black pen, small pad of paper, white canvas shoes used only for clinical, and a watch with a second hand. The students write a clinical report on every profession they visit, and these reports are worth 30% of their 2nd quarter grade.

PROGRESS TOWARD MASTERY OF COMPETENCIES

	Alex Gwinn	Leah Krauss	Tina Fisher	Curtis Bishop	Hwa Chan	Khesha Hart
A. Competency	★	★		★	★	
B. Competency	★	★	★	★		★
C. Competency		★	★	★	★	★
D. Competency	★		★	★	★	★
E. Competency		★			★	★

T-SHIRTS ARE IN ! ! !

The 1995/96 Health Occupations Class t-shirts are IN! This year the t-shirts are white with a purple Caducus. The AM and PM students names are listed on the back. Short-sleeve t-shirts are $8.50, the long-sleeve t-shirts are $9.50, and the sweatshirts are $12.50.

VICA FUND-RAISER A HUGE SUCCESS!!!

The first semester VICA FUND-RAISER was very successful. The entire WAVTS - VICA membership raised approximately $13,000.00 The AM Health occupations Class raised $2116.50 and the PM Health Occupations Class raised $2658.45 for a total in both classes of $4774.95. As you can see, Health Occupations certainly helped the fund-raising effort.

COMING APRIL 1997:

HEALTH OCCUPATIONS WILL SPONSOR A "FIT FOR LIFE" WALK-A-THON!

Miscellaneous Teaching Tips

The following are miscellaneous tips for teachers.

1. Provide students with mailboxes (cubbies) in which you can distribute assignments and return graded papers and tests. This teaches students a valuable lesson in accepting responsibility for their own learning. It also simulates the real world of work. Students learn to check the mailboxes for classroom assignments. If they do not, they should be reminded and accept the consequences.

2. Take plenty of pictures. Pictures are your most important tools in marketing your program. Pictures are an excellent way of recognizing student growth. They can be used on posters for student accomplishments.

3. Provide or require your students to develop planning calendars. This is a good time for students to learn methods that will assist them in organizing their work and their assignments. This is especially valuable during clinical rotations. It is also a good management technique.

4. Utilize a time clock to simulate the real world of work and emphasize the importance of punctuality. Write mock paychecks, either bi-weekly or monthly, from the time cards. Students earn one sick day and one annual leave day per month. Annual leave days can be used for field trips in other classes. Students will recognize the impact of indiscriminate use of annual and sick leave when they receive less money on their paychecks. Professional development days may be used for approved Vocational Student Organization (V.S.O.) activities. Paychecks may be exchanged for prizes, special activities, or end-of-the-year field trips. Failure to clock in and out will result in loss of pay for the day.

Teacher-Made Tests

The following tips can be utilized when creating teacher-made tests.

There are four questions that health occupation teachers must keep in mind when preparing tests:

1. What do my students know?
2. What should my students understand?
3. What are my students doing?
4. What are my students' career goals?

If the instructor remembers the answers to these four questions, he/she will prepare test items that:

1. Assess what has been taught,
2. Assess what is important for the students to understand,
3. Assess learning in the correct learning domain, and
4. Be at the proper level for the occupation.

We have included some tips on preparing specific types of test items. These tips should serve as a quick guide when writing multiple choice items, matching items, fill-in-the-blank items, and essay items. They should not be your only reference when preparing items for continual usage.

Tips for Preparing Teacher-Made Tests

I. Directions should give students everything they need to know about taking the test or completing each item included in the test. Specific directions should be included for every section of the test.

   A. Assume that the students know nothing about tests.

   B. Make direct, clear statements in a succinct style.

   C. Avoid the use of unfamiliar language.

   D. You should print all item information from left to right. You should not require that students turn the page or continue onto the next page for the same question.

II. Tips for developing **Multiple Choice Items**

A. Rephrasing the stem rather than using direct statements from instructional content is a better method if you want to know what the students understand.

B. The stem should set up a single problem for the student rather than multiple concepts.

C. Word the item stem positively. Negative stems can reinforce the learning of incorrect content.

D. All of the options should be plausible with the stem. They should appear to be possible answers to the student who does not know the information.

E. Try to keep all of the options of equal length as much as possible.

F. Use "generalizing" options minimally, e.g., "all of the above," "none of the above." If they are used, make sure they are not always the answer.

G. Keep the item options in the health occupations field as much as possible. Students are more receptive to "real problems" in their occupational field than to abstract concepts.

III. Tips for Developing **Matching Items**

A. Ten elements in a matching section is usually the maximum number reasonable.

B. Include an Unequal number of statements in Column A and Column B.

C. You must include the entire matching activity on a single page.

IV. Tips for Developing **Fill-in-the-Blank Items**

A. Using one missing word or phrase will avoid misunderstandings.

B. Place blanks at the end of a sentence.

C. Allow for synonyms or similar answers in scoring.

V. Tips for Developing **Essay Items**

A. Make sure the test item is asking for appropriate information.

B. Give specific instructions for student.

C. Indicate how much information is needed, e.g. "List two reasons why the elderly may be more susceptible to disease." "List three types of bacteria and give a definition of each."

D. Prepare the answer before including the item on the test.

Utilizing Your Advisory Committee

Do you have a school-wide advisory committee or a program-specific advisory committee? The answer will certainly influence how you utilize your advisory committee. Your area vocational school director is responsible for the school-wide advisory committee. School-wide committees are usually involved to some degree in all of the vocational programs. If this is your situation, you may at some time wish to discuss the possibility of having a program-specific advisory committee for your health occupations program. Program-specific advisory committees can be very important to your program in many ways. Often instructors are not quite sure how to utilize their program advisory committee beyond that of an oversight committee. An oversight advisory committee is one who listens to an end-of-the-year overview of how the program's school year progressed. Advisory committees can be used as sounding boards without an active role. In contrast, program specific advisory committees can take active roles in promoting and improving their programs.

A program-specific advisory committee can be a powerful advocate of your health occupations program. They can influence the health care community to accept students for job shadowing and clinical rotations. When the committee members are aware of your program's needs, they can be instrumental in obtaining necessary equipment and supplies for learning experiences. An added bonus is that they can assist in placing your students in employment after graduation. Advisory committees also assist you in recommending realistic course content.

The members of your advisory committee are usually very busy people. They are contributing their time because they believe in your program. The following tips are suggestions for developing or reorganizing your advisory committee. They can then function in a much more active role than just a rubber stamp committee.

The usual caveat applies here. Be careful to have your school director's approval in your plans to utilize your advisory committee. You may be unaware of some political issues that could cause problems for your committee. These issues may alter your direction. The director is ultimately responsible for all of the school's functions. It is the director's approval that gives you the authority to involve your committee members in new and different activities.

I. Activities of the Advisory Committee

- A. Offer good advice to improve your program
- B. Conduct surveys and help establish student proficiency standards
- C. Help with student placement while in the program and after graduation
- D. Assist in selection and acquisition of equipment and supplies
- E. Assist in reviewing your program
- F. Promote and publicize your program
- G. Provide guest speakers

II. Members of the Advisory Committee

- A. Active professionals in the area that your students are meeting on rotations

B. Past students of health occupations
C. Community leaders who can positively impact either public perception or procurement of equipment and supplies
D. Parent(s) of students in health occupations
E. Community leaders (decision makers)

III. Qualifications of Advisory Committee Members

A. All members must have your director's support.
B. Members must also have the support of their employer to participate.
C. Limit the number of members so that the committee will be effective.
   1. Too few will require full attendance to be effective (<12).
   2. Too large may become unwieldy and difficult to accomplish anything (>25).
D. Each member should have an interest in the health occupations program.
E. Each member should support vocational education.

IV. Goals and Activities Established at the First Meeting

A. Access to new or additional clinical rotations
B. Additional equipment and/or supplies with which to teach skills
C. A variety of guest speakers from various health professional areas
D. Public community support for your program

V. Your Role in the Advisory Committee

A. The committee will usually need some leadership for the first meeting.
   1. You should organize and lead the first meeting.
   2. Prepare the agenda with a slate of topics for discussion.
      a. Possibilities
      b. Limitations
   3. You will act as a temporary chairperson until election of officers (usually at the second meeting).
   4. The committee will identify one area of concern as their initial undertaking (usually at the second meeting).
   5. By the third meeting, the committee should be ready to assume responsibility for the committee meetings.
B. Your role will change to that of ex-officio from this time on.
   1. You will send out the letters and agendas to remind members that the next meeting is near (2 weeks usually). [Samples are included.]
   2. Prepare minutes for the meeting.
   3. Your role will become one of facilitator, advisor, supporter who:
      a. Makes the tasks easier for the chairperson,
      b. Acts as an executive secretary for the committee, and
      c. Guides the committee in the beginning.
   4. Help the members understand that their **responsibility is to advise only!**
      a. They have no administrative power other than one of persuasion.
      b. They can be a powerful advocate.

C. To ensure an active advisory committee, you should:
   1. Advise the committee on the status of their suggestions.
   2. Advise the committee on school regulations that may affect them.
   3. Help the chairperson plan the agenda for each meeting.
   4. Take time to listen to the advice and opinions of the committee members.
   5. Provide the committee members with all the necessary background information before they discuss a program problem.
   6. Follow-up on the committee's recommendations.
      a. Act on their advice **or**,
      b. Report on why their advice cannot be taken.
   7. Involve members in program activities.
      a. Observe classes.
      b. Present awards.
      c. Observe or conduct classroom demonstrations.
   8. Recognize the work of the advisory committee through:
      a. Recognition dinner/luncheon
      b. Public recognition (local newspaper)
      c. Certificate or plaque for their contributions

D. To ensure an active Advisory Committee, you **SHOULD NOT**:
   1. Ask for or allow the committee to offer advice on matters that are strictly within the authority of the school administration.
   2. Allow the committee to become involved in administrative functions of your program.
   3. Ignore the committee's recommendations.
   4. Promise anything not within your authority.

For additional tips on how to utilize your advisory committee, consult the *Resource Handbook for Developing a Local Advisory Committee* by the Nebraska Council on Vocational Education or *Handbook for Instructors: Involving Vocational Advisory Groups in Program Improvement* by Jo Behymer. Both resources are available from the Missouri Vocational Resource Center, listed in the Resource Bank section of this manual.

This is a sample letter to advisory committee members to notify them of a meeting.

BEST EVER R-III SCHOOL DISTRICT
WONDERFUL AREA VOCATIONAL SCHOOL
02B There Street
Wonderful, Missouri 65222

Current Date

Mr. Nathan Nice, Administrator
Wonderful Care Center
10 Heavenly Court
Wonderful, Missouri 65222

Dear Advisory Committee Member:

On Wednesday, October 18, 1996, we plan to have a Health Occupations Advisory Committee meeting at the Wonderful Area Vocational School. We will convene in the health occupations classroom at 5:30 p.m.

Dinner will follow our meeting at 7:00 p.m. The Wonderful Area Vocational School Advisory Committee meeting will follow dinner at approximately 7:45 p.m. The dinner and the overall advisory committee meeting will not be lengthy.

I am enclosing a proposed agenda for the Health Occupations Advisory Committee meeting and a survey form that you will complete at the close of our meeting.

We look forward to meeting with you on Wednesday, the 18th. An R.S.V.P. by Tuesday, October 11, 1996, will ensure your dinner reservation.

Sincerely,

[ ]
Health Occupations Instructor

enclosures

c: School Director

A sample agenda for a health occupations Advisory Committee Meeting follows.

Health Occupations Advisory Committee

AGENDA

1. Enrollment 1996-97 Students

   EMT- Paramedics
   Nursing
   Physical Therapy
   Occupational Therapy
   Radiology
   Recreational Therapy

2. New Rotation Areas

   Peds Clinic
   County Health Department
   Prenatal Clinic
   Early Childhood
   Speech Therapy

3. Report of Exit Results

4. Recruitment Activities

   Sixth Grade Tour
   Freshmen Tour
   Career Day
   Slide Presentation to Juniors

5. Yearly Activities

   V.S.O. Contests
   Open House
   Field Trips

6. Development of the Program of Work

7. Advisory Committee 1996 Survey

The following is a sample advisory committee survey.

Health Occupations Advisory Committee Survey

Indicate the degree to which you agree with the following statements.

1 = strongly disagree **4 = agree**

2 = disagree **5 = strongly agree**

3 = somewhat agree

1.	Clinical rotations are an appropriate length.	1	2	3	4	5
2.	I know which students to expect on each day.	1	2	3	4	5
3.	Communication with the instructor is adequate.	1	2	3	4	5
4.	A one month calendar is sufficient.	1	2	3	4	5
5.	Student appearance/uniform is acceptable.	1	2	3	4	5
6.	Students utilize Body Substance Precautions.	1	2	3	4	5
7.	Specific written objectives and/or a task list would be helpful.	1	2	3	4	5
8.	I would be willing to assist in developing a task list for my speciality.	1	2	3	4	5
9.	I would be willing to fill out a written evaluation on each student.	1	2	3	4	5
10.	The number of students assigned to my area is appropriate.	1	2	3	4	5
11.	Health Care Assistant program content appears to be appropriate.	1	2	3	4	5
12.	I will be willing to have students next year.	1	2	3	4	5

Currently, the Health Occupations program offers certification only for nurse assistants. Are there other industry needs that Wonderful Area Vocational School will address such as Medical/Dental Office, Medical Assistant, or technicians for EKG, pharmacy, radiology, physical therapy, laboratory, etc?

_____

_____ _____

Signature Facility & Title

Resource Bank

Resources are valuable tools for instructors. Resources in this manual include book publishers, educational materials vendors, resources for audiovisuals available for loan, guest speaker suggestions, and resource agencies for health occupations. By utilizing these resources, instructors can obtain valuable teaching materials and teaching aids. In addition to providing instructors with exciting teaching tools, many resources can provide instructors with the most current information on health topics.

Most likely, you already have your own resources; this resource bank is intended to expand your existing sources. You will continue to build your bank throughout your teaching experiences. The better materials you have to work with, the better job you will do teaching.

Health Occupations Education Materials and Teaching Aids

Armstrong 575 Knightsbridge Pkwy. P.O. Box 700 Lincolnshire, IL 60069-0700 Telephone: (800) 323-4220 Armstrong supplies emergency training teaching aids such as crash carts, rescue manikins, emergency airways, and bed boards.	Delmar Publishers, Inc. Two Computer Drive, West P. O. Box 15015 Albany, New York 12212-5015 Telephone: (800) 347-7707 Delmar publishes career education books in many fields. Call or write to receive a catalog that contains health care topics.
Brady - Prentice Hall Simon and Schuster Higher Education 113 Sylvan Avenue Englewood Cliffs, NJ 07632 Telephone: (800) 638-0220 Brady publishes health care education books. Call or write for a catalog.	Fisher Scientific 485 S. Frontage Rd Burr Ridge, IL 60521 Telephone: (800) 955-1177 Fisher Scientific supplies scientific educational materials and fetal pigs for dissection activities.
BREVIS Co. 3310 South 2700 East Salt Lake City, UT 84109 Telephone: (800) 383-3377 Brevis Co. supplies hand washing motivational tools and teaching devices. Brevis sells products such as infection control signs, labels and Glo-Germ®, a device used to teach proper hand washing. Glo-Germ® allows students to see inconsistencies in their hand washing under a black light. Call or write for a catalog.	Health EdCo. A Division of WRS Group, Inc. P.O. Box 21207 Waco, TX 76702-1207 Telephone: (800) 299-3366 Health EdCo. features teaching aids such as anti-smoking materials, sex education materials, safe sex educational materials, and stress management tools. Call or write for a catalog.
Childbirth Graphics A Division of WRS Group, Inc. P.O. Box 21207 Waco, TX 76702-1207 Childbirth Graphics supplies educational materials for teaching the reproductive system and childbearing. Examples of materials include childbearing videotapes and fetal stages models.	Instructional Materials Laboratory University of Missouri-Columbia 2316 Industrial Drive Columbia, Missouri 65202 Telephone: (800) 669-2465 or (573) 882-2883 Fax: (573) 882-1992 A catalog containing a description of each health occupations curriculum guide, the order number, and the price can be obtained by contacting the above address and/or telephone number.

J. B. Lippincott Company P. O. Box 1580 Hagerstown, Maryland 21741 Telephone: (800) 638-3030 J.B. Lippincott publishes health care education books. Call or write for a catalog.	Premier School Agendas 2000 Kentucky Street Bellingham, WA 98226 Telephone: (800) 447-2034 Fax: (206) 734-3014 Premier School Agendas supplies agenda materials for students that are custom-made to meet their specific needs. Call or write to receive a sample agenda and a catalog.
Medical Plastics Laboratory Professional Health Educators P.O. Box 38 Gatesville, TX Medical Plastics Laboratory supplies educational items such as rescue manikins, anatomical models, and internal organ models. Write to receive a catalog.	W. B. Saunders Company Order Fulfillment 6277 Sea Harbor Drive Orlando, Florida 32887 Telephone: (800) 545-2522 Call or write to receive the titles in health careers catalog.
Mosby-Year Book 11830 Westline Industrial Drive St. Louis, Missouri 63146 Telephone: (800) 426-4545 Mosby is a publisher of health occupations education books. Call or write to receive a catalog that consists of health care topics.	Springhouse Publishing 1111 Bethlehem Pike P.O. Box 908 Spring house, PA 19477 Telephone: (800) 331-3170 Springhouse publishes nursing reference books. Call or write to receive a catalog.
Nasco Corp. 901 Janesville Ave. Fort Atkinson, WI 53538-0901 Telephone: (800) 558-9595 Nasco is a supplier of health care materials for health occupations instructors. Examples of materials include fully articulated life-size skeletons, nutrition charts, CPR manikins, drug and alcohol abuse educational materials, and pregnancy simulation aprons, such as the Empathy Belly®. Call or write for a catalog.	

Resources for Audiovisuals Available for Loan

Division of Aging
Training Unit
615 Howerton Court
Jefferson City, MO 65109

Telephone: (573) 751-3082

The Division of Aging has a film/video lending library. This library includes films/videos from care of the elderly to information on aging. Call or write for a catalog.

Film and Literature Library
Missouri Department of Health
P.O. Box 570
Jefferson City, Missouri 65102

A catalog of films/videos for loan can be obtained from the above address.

Missouri Hospital Association
P.O. Box 60
Jefferson City, Missouri 65102-0060

Telephone: (573) 893-3700 ext. 1318

The Missouri Hospital Association offers a variety of videos on "Careers In Caring" that showcase clusters of health careers in a series of five major career categories.

Directories and brochures are also available. They cover a wide range of topics from financial assistance to entrance requirements for a variety of health care careers. Call for more information on directories and brochures.

A Speaker's Bureau is available to participate in career days, health fairs, or other major gatherings of persons interested in health care careers.

Missouri Vocational Resource Center (MVRC)
8 London Hall
University of Missouri - Columbia
Columbia, Missouri 65211-0001

Telephone: (573) 882-1470 or 1-800-392-7217
Fax: (573) 882-9935

Call or write to receive a catalog that describes the videos, curricula, and books that are available on a lend basis. The conditions of the loan and an order form are also included when you order a catalog.

Resource Agencies and Associations

American Heart Association National Center 7272 Greenville Avenue Dallas, TX 75231-4596 Write to receive materials for the Walk-Thru Heart activity and for other activities used to teach the cardiovascular system. Ask about HeartPower! — the new schoolsite program.	Department of Health Bureau of STD/HIV Prevention 1730 East Elm Street, P.O. Box 570 Jefferson City, Missouri 65102 Telephone: (573) 751-6144 Fax: (573) 751-6417
American Lung Association 1740 Broadway New York, NY 10019-4374 Telephone: (800) LUNG-USA St. Louis Area: (314) 645-5505 Call or write to receive information on activities used to teach students the dangers of tobacco use. Ask for information about Teens Against Tobacco Use (T.A.T.U.), a program in which teens teach younger children (9 to 12 years old) to avoid tobacco.	Department of Health Division of Home Health Licensing 1738 East Elm P.O. Box 570 Jefferson City, Missouri 65102 Telephone: (573)751-6336
CDC National AIDS Clearinghouse P.O. Box 6003 Rockville, MD 20849-6003 CDC National AIDS Hotline: (800) 342-AIDS Call or write to receive the *CDC Guidelines for Effective School Health Education to Prevent the Spread of AIDS*. Other available resources include fact sheets about HIV/AIDS, a guide to locating basic resources about HIV/AIDS, and an AIDS prevention guide.	Department of Health Infection Control P.O. Box 570 Jefferson City, Missouri 65102 Telephone: (573) 751-6115 Fax: (573) 751-6417
Department of Mental Health P.O. Box Jefferson City, Missouri 65102 Telephone: (573) 751- 4122 Reporting Hot Line: (800) 364-9687	Health Care Education Specialist Division of Aging 615 Howerton Ct. P.O. Box 1337 Jefferson City, MO 65102-1337 Telephone: (573) 751-3082

Instructional Management Software Support VIMS/VAMS Support Center University of Missouri-Columbia Department of Practical Arts & Vocational-Technical Education 324 Townsend Hall Columbia, Missouri 65211 Telephone: (573) 882-2951 Write or call to receive information about Technical Assistance or VIMS/VAMS Training. Call also to subscribe to *The VIMS Vignette,* an informational newsletter for current and prospective instructional management software users. It is issued three times during the academic school year. Subscription is free and may be requested by contacting the VIMS/VAMS Support Center at the above address and telephone number.	Project ENTER and PROJECT SERVE Instructional Materials Laboratory University of Missouri-Columbia 202 London Hall Columbia, MO 65211 Telephone: (800) 392-7217 Fax: (573) 882-9935 Project ENTER is a non-profit organization that promotes non-traditional employment roles. Write to Project ENTER for more information. Project SERVE is a non-profit organization that supports sex equity in vocational education.
Missouri Hospital Association 4713 Country Club Drive Jefferson City, Missouri Telephone: (573) 893-3700 Fax: (573) 893-2809	Statewide Job Placement Services 3201 West 16th Street Sedalia, Missouri 65301-2199 Telephone: (816) 530-5800
Nurse Epidemiologists Division of Environmental Health Bureau of Communicable Disease Control Department of Health 1730 East Elm Street P.O. Box 570 Jefferson City, Missouri 65102 Telephone: (573) 751-6115 Fax: (573) 751-6417	Supervisor of Health Occupations Adult & Vocational Education Division Missouri Department of Elementary & Secondary Education P.O. Box 480 Jefferson City, MO 65102 Telephone: (573) 751-7764

Rotational Area Suggestions

The following is a list of rotation area suggestions that can help to build a student's interest in an emphasis area. Several rotations in diverse health care settings allow students to obtain information about a health care career of interest to them. Not all areas listed will be available in your community. When rotations are not possible, an alternative may be to invite guest speakers from these areas to speak at your school. Guest speakers often give students a good idea of what a certain profession entails. If speakers are not available, use a film or a video that can spark the interest of students.

AIDS Association
Alzheimer's Association
Ambulance Service
Art & Music Therapy Department
Athletic Trainer's Clinic
Audiologist's Clinic
County Health Department
County Family Services
Dentist's Office
Dietary/Nutrition Department
Drug & Alcohol Abuse Center
Educational Department in Hospitals
Emergency Room in a Hospital
Gastro-Intestinal Laboratory
Handicap Agencies
Health Care Centers
Home Health Services
Hospital Pastoral Care in Hospitals
Hospital Pharmacy
Humane Society
Independent Pharmacy
Independent Surgery Clinic
Labor and Delivery Department
Occupational Therapy Department
Optometrist's Office
Orthodontist's Office
Pediatric Clinic
Physical Therapy Department
Physician's Office
Radiology Department
Rape Treatment & Prevention Center
Recreational Therapy Department
Rehabilitation Department
Residential Care Centers
Respiratory Therapy Department
School Nurse's Office
Schools of Nursing
Social Services Office
Speech Therapy Department
State Hospital
State Schools
Stress Unit in Hospitals
Surgical Technician (Assistant)
Veterinary Hospital or Clinic